



Sowers

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Isaac L. Sowers Middle School
Address	9300 Indianapolis Ave. Huntington Beach, CA 92646
County-District-School (CDS) Code	30-66530-6089072
Principal	John Ashby, Ed.D.
District Name	Huntington Beach City School District
SPSA Revision Date	October 12, 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	November 13, 2018

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

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School Vision and Mission

Isaac L. Sowers students will experience an academically challenging and supporting learning environment which promotes the realization of all students' full potential. Our high quality instructional program is designed to meet the varied needs of our student population. All students receive a standards-based core curriculum instruction through Huntington Beach City School District approved materials. Instruction is enriched through a variety of special programs, electives, and instructional strategies and our staff is committed to high standards for students in preparation of their futures. Our core beliefs at Sowers are:

- **Developmental Awareness:** Our dedicated and knowledgeable staff recognizes the developmental uniqueness of the middle school child and demonstrates a commitment to foster the conditions necessary for student achievement. School personnel model the qualities and characteristics they expect to instill in students.
- **Nurturing Learning Environment:** We offer an inviting, safe, and purposeful environment which is conducive to learning. Parents and staff will work together to provide students with the time, support, and encouragement they need to achieve.
- **Supportive Structure and Schedule:** We are organized to promote meaningful professional collaboration with a focus on learning and providing access for all students. Teams are viewed as the building blocks for a strong Professional Learning Community. We place a high priority on protecting instructional and collaborative planning time, maintaining reasonable class size and providing supportive student services during the regular school day.
- **Standards-based Curriculum:** We will provide a core curriculum that can be enriched, extended, or differentiated to meet the individual learning needs of students. Education in the visual and performing arts, physical education, and foreign language are valued as integral parts of the instructional program.
- **Focus on Best Practices of Instruction:** We will develop and implement a wide array of strategies to optimize student learning. Technology will be integrated into the instructional process as a means to achieve specific curricular outcomes. We value an ongoing process of vertical articulation with their elementary and high school colleagues to ensure a continuum of instruction.
- **Assessments:** We will employ a variety of methods to measure the learning progress of every student. Teachers, in collaboration with their department, will use assessments to guide the learning process, refine instructional plans, and inform parents of their child's academic progress.
- **Emphasis on Active Participation:** We will promote active student participation in co-curricular programs. The middle school years offer students their first real opportunity to enjoy a range of extracurricular activities, engage in exploratory study, and participate in the performing arts. We recognize the potential of these programs to enhance the health and fitness of young adolescents, improve academic performance, and build positive links between school, families, and the local community.

School Profile

Isaac L. Sowers Middle School opened in 1972 as a 6th through 8th grade middle school. Sowers is located in the city of Huntington Beach, characterized by miles of beautiful Pacific shoreline, bicycle paths, parks, and an ecological preserve. The school is one of two middle schools and seven elementary schools serving almost 7000 students in the Huntington Beach City School District. The school facility is attractive, well-maintained, and situated in a residential area adjacent to a park. There are 43 classrooms which are allocated for general, elective, and special education classes and support services. The school also offers a Multipurpose Room (room 402), and separate boys and girls Physical Education locker rooms. Assemblies, student programs, and large activities are conducted in a spacious interior school space known as "The Mall", complete with stage and sound system. Technologically, Sowers is fully networked in all classrooms with both hardwired and wireless networking capabilities for our devices available to students throughout their school day.

Sowers offers a rich elective program along with school clubs, committees and activity groups for students to join. In addition, pyramids of intervention classes have been designed to help students experiencing difficulty at school find success. Sowers Middle School also offers CORE areas of Language Arts and Social Studies in block periods with Gate/Honors classes at all grade levels. Our math program provides math curriculum through recently-adopted instructional materials with the opportunity for students to accelerate in 7th and 8th grade. The accelerated math program is offered to students who qualify based on district criteria, combining 7th, 8th, and 9th grade content into two years. Our school also provide a well-designed special education program comprised of services along a continuum of support. These supports include a co-teach model for CORE, with one special education and one general education teacher, two special day classes, as well as guided support and study skills classes. Sowers also offers social thinking

classes for students with needs in socialization. A school-wide positive behavior system is in place in which all students, staff, and community follow the ISMS Way demonstrating Integrity - Safety - Making Responsible Choices - Showing Respect in addition to our new efforts towards implementing Multiple Systems of Student Support (MTSS) as part of the state-wide scale up of strategic services provided to students.

A talented and enthusiastic staff makes Sowers Middle School a school where students take pride in learning and growing socially. Parents feel supported and teachers have the tools to help their students learn. Our instructional teams, work collaboratively, under the construct of Professional Learning Communities, to develop and implement programs that motivate, and engage all learners. Our teachers care deeply about all aspects of the school program, participate in shared decision-making, and engage in professional development activities to build skills to meet students' needs, understand the uniqueness of the middle school child, and perform with distinction. Our support staff are personnel who work together to nurture the intellectual, physical and emotional capacities of each child. Sowers staff members are well trained, experienced, and are enthusiastic about meeting student needs. Our Student Body of approximately 1200 regular and special education students represent a cross section of cultural, racial and ethnic backgrounds, as well as an array of ability levels from the learning handicapped to the intellectually gifted. The virtues of mutual respect and recognition of personal dignity are fostered and nurtured by students and staff. The contributions, achievements and progress of ALL students are valued and respected. The parents and community are an integral part of the Sowers school community and are welcomed to participate as volunteers in school, speakers, committee members, PTSA, and School Site Council. The local community and family involvement is vital to the success of our educational program at Sowers.

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

The SPSA was reviewed, updated, and approved by the Sowers School Site Council on Nov 7th, 2018 as part of the Annual Review/Update process. The SSC reviewed pertinent student achievement data along with school staff to adjust planned improvements, goals, expected annual measurable outcomes, and aligned budget items. The SPSA will be regularly monitored throughout the school year. Additional updates and progress monitoring will occur during SSC meetings scheduled for 1/16/19, 3/6/19, and 5/8/19.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.8%	0.4%	0.09%	9	5	1
African American	0.3%	0.4%	0.43%	3	5	5
Asian	8.6%	9.1%	8.85%	101	109	102
Filipino	1.3%	0.9%	0.61%	15	11	7
Hispanic/Latino	14.8%	14.8%	14.31%	173	176	165
Pacific Islander	0.2%	0.3%	0.17%	2	3	2
White	66.5%	64.6%	65.48%	780	771	755
Multiple/No Response	7.6%	0.2%	0.17%	89	2	2
Total Enrollment				1,173	1,193	1153

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6	365	394	374
Grade 7	416	381	387
Grade 8	374	418	392
Total Enrollment	1155	1,193	1,153

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 campus remains steady and strong.
3. A high number of transfer students join Sowers during 7th grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	20	19	25	1.7%	1.6%	2.2%
Fluent English Proficient (FEP)	73	76	69	6.2%	6.4%	6.0%
Reclassified Fluent English Proficient (RFEP)	5	2	3	26.3%	10.0%	15.8%

Conclusions based on this data:

1. The number of EL students at Sowers regularly hovers around 20 students per 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	366	380	367	359	379	361	359	379	361	98.1	99.7	98.4
Grade 7	410	379	383	407	375	380	407	375	380	99.3	98.9	99.2
Grade 8	372	406	386	370	401	382	370	401	382	99.5	98.8	99
All Grades	1148	1165	1136	1136	1155	1123	1136	1155	1123	99	99.1	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2581.	2580.	2585.	33	31.40	35.46	43	45.38	41.55	18	16.09	15.24	6	7.12	7.76
Grade 7	2597.	2608.	2598.	27	35.20	27.89	48	39.47	48.68	18	17.07	15.53	8	8.27	7.89
Grade 8	2621.	2626.	2627.	28	30.92	35.08	49	48.63	41.10	19	15.71	17.54	4	4.74	6.28
All Grades	N/A	N/A	N/A	29	32.47	32.77	47	44.59	43.81	18	16.28	16.12	6	6.67	7.30

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	39	39.05	41.27	47	47.76	47.37	13	13.19	11.36	
Grade 7	40	45.07	38.42	49	42.13	50.53	11	12.80	11.05	
Grade 8	45	46.50	47.12	47	45.50	41.36	8	8.00	11.52	
All Grades	41	43.59	42.30	48	45.15	46.39	11	11.27	11.31	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	41	44.06	47.09	50	45.65	40.72	9	10.29	12.19
Grade 7	42	49.60	47.63	48	41.33	42.63	9	9.07	9.74
Grade 8	44	45.61	43.46	50	46.37	46.07	7	8.02	10.47
All Grades	42	46.40	46.04	49	44.49	43.19	8	9.11	10.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	32	26.12	30.75	63	69.66	61.22	4	4.22	8.03
Grade 7	26	26.93	23.95	69	66.13	68.42	5	6.93	7.63
Grade 8	24	29.18	33.25	72	67.58	62.04	4	3.24	4.71
All Grades	27	27.45	29.30	68	67.79	63.94	5	4.76	6.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	44	46.44	46.54	51	45.91	45.98	6	7.65	7.48
Grade 7	37	47.20	41.05	53	43.47	50.00	10	9.33	8.95
Grade 8	41	47.87	50.52	54	46.12	41.10	5	6.02	8.38
All Grades	40	47.18	46.04	53	45.19	45.68	7	7.63	8.28

Conclusions based on this data:

1. Students performed well on 2018 CAASSP (SBAC) ELA/Literacy assessments with 76.5% meeting and exceeding standards. However, there continues to be 16.12% who nearly met standards and 7.3% who did not meet the standard for their grade level.
2. When analyzing student cohort groups (grade levels) on a year-to-year basis in English Language Arts, each student group is showing overall improvement over time.
3. Over 80% of students scored above or at standard in each of the ELA SBAC Claims.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	366	380	368	359	378	362	358	378	362	98.1	99.5	98.4
Grade 7	410	378	383	407	372	380	407	372	380	99.3	98.4	99.2
Grade 8	371	406	386	369	401	382	368	400	382	99.5	98.8	99
All Grades	1147	1164	1137	1135	1151	1124	1133	1150	1124	99	98.9	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2584.	2573.	2586.	41	33.33	37.29	26	33.07	32.04	25	22.75	22.93	8	10.85	7.73
Grade 7	2581.	2599.	2592.	24	34.68	32.11	36	29.03	30.79	33	26.08	27.37	7	10.22	9.74
Grade 8	2588.	2617.	2617.	26	36.50	35.86	25	28.50	28.27	30	25.50	24.61	19	9.50	11.26
All Grades	N/A	N/A	N/A	30	34.87	35.05	29	30.17	30.34	30	24.78	25.00	11	10.17	9.61

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	47	42.86	50.00	39	37.83	38.40	14	19.31	11.60	
Grade 7	40	47.58	43.16	44	36.83	41.05	16	15.59	15.79	
Grade 8	33	46.87	45.29	42	38.35	37.43	25	14.79	17.28	
All Grades	40	45.78	46.09	42	37.68	38.97	18	16.54	14.95	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	42	32.28	32.32	45	52.12	56.08	13	15.61	11.60
Grade 7	26	38.44	36.32	57	50.27	47.37	17	11.29	16.32
Grade 8	30	43.00	39.79	56	43.00	48.17	14	14.00	12.04
All Grades	32	38.00	36.21	53	48.35	50.44	15	13.65	13.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	41	34.13	39.23	49	49.74	47.24	11	16.14	13.54
Grade 7	29	32.80	31.58	60	57.26	59.74	11	9.95	8.68
Grade 8	29	34.50	35.34	60	53.25	51.05	11	12.25	13.61
All Grades	33	33.83	35.32	56	53.39	52.76	11	12.78	11.92

Conclusions based on this data:

1. Students performed well on 2018 CAASSP (SBAC) ELA/Literacy assessments with 69.3% meeting and exceeding standards. However, there continues to be 25% who nearly met standards and 9.61% who did not meet the standard for their grade level.
2. When analyzing student cohort groups (grade levels) on a year-to-year basis in Mathematics, each student group is showing overall improvement over time.
3. Over 80% of students scored above or at standard in each of the Math SBAC Claims.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				22

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*			*
Grade 7	*	*							*
Grade 8	*	*							*
All Grades	17	77.27	*	*	*	*			22

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*			*
Grade 7	*	*							*
Grade 8	*	*							*
All Grades	17	77.27	*	*	*	*			22

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*					*
All Grades	13	59.09	*	*	*	*	*	*	22

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*					*
Grade 8	*	*					*
All Grades	17	77.27	*	*	*	*	22

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*					*
Grade 8	*	*					*
All Grades	20	90.91	*	*			22

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*			*	*	*
Grade 8	*	*					*
All Grades	14	63.64	*	*	*	*	22

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	*	*	13	59.09			22

Conclusions based on this data:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. In ELA, 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.
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.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
Asian	111	1	0.9%
Filipino	11	0	0.0%
Hispanic or Latino	180	17	9.4%
White	783	48	6.1%

Conclusions based on this data:

1. Overall, Sowers students attend school regularly.
2. Chronic absentee rates for Sowers are not calculated in the CA School Dashboard.
3. The data above, provided by the CDE, is from our latest report (2016-17). Sowers continues to improve attendance rates with the work of our staff at both the site and district level.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The number of suspensions for Asian, Filipino, English Learners, and students with disabilities declined significantly.
2. The number of suspensions for Socioeconomically Disadvantaged students was maintained at medium status.
3. The suspension rates of White and Multi-racial students has increased but remains at medium status in comparison to statewide rates.

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

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

Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Graduation Rate (9-12)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A			N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2018 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A			N/A
English Learners	N/A			N/A
Foster Youth	N/A			N/A
Homeless	N/A			N/A
Socioeconomically Disadvantaged	N/A			N/A
Students with Disabilities	N/A			N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A			N/A
Filipino	N/A			N/A
Hispanic	N/A			N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	N/A			N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
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English Language Arts (Grade 11)

Mathematics (Grade 11)

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 1.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Student achievement levels at Sowers remain very high and continue to improve overall.
2. All student racial subgroups are achieving at high or very high levels.

-
-
3. Although EL and SWD status is considered low, both subgroups are improving overall.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Student achievement levels at Sowers remain very high and continue to improve overall.
2. Most student racial subgroups are achieving at high or very high levels. Hispanic students are at medium status.

3. Although EL and SWD status is considered low, both subgroups are improving significantly.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2017	2018

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2017

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2017	2018

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2017	2018

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The EL Progress Indicator percentage has decreased for Sowers due in large part to the very small number of EL students at the school.
2. Sowers students continue to achieve above statewide results in ELA and are improving overall.
3. Sowers students continue to achieve above statewide results in Math and are improving overall.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2017	2018
Suspension	()	()

Conclusions based on this data:

1. Although suspensions increased slightly, the overall suspension rate for Sowers is medium when compared to statewide results.
2. Sowers and HBCSD continue to implement restorative justice practices that will yield long-term decreases in suspensions.
3. Although Sowers staff, students, and community must continue to analyze suspension rates for socioeconomically disadvantaged, multi-racial, and white students, their overall status is considered medium when compared to statewide data.

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2016	2017	2018

Graduation

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. In ELA, seven of the eight reporting subgroups are in the highest two performance levels with the ninth being in the middle performance level.
2. In Mathematics, seven of the eight reporting subgroups are in the highest two performance levels with the ninth being in the middle performance level.

3. Although Sowers staff, students, and community must continue to analyze suspension rates for socioeconomically disadvantaged, multi-racial, and white students, their overall status is considered medium when compared to statewide data.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Implementation of Systemic Professional Development for Innovative Student Learning Experiences

Goal Statement

By June 2019, all Sowers staff will have the opportunity for released substitute time to work in department and grade-level teams to collaborate on lessons, analyze data, build relationships, share in the leadership structure of Sowers, and develop innovative content to be delivered to students.

LCAP Goal

HBCSD will provide comprehensive Professional Development to support each staff members with the skills to be successful (LCAP Goal #1).

Basis for this Goal

Teacher survey data (Panorama), CAASPP data, and classroom observational data were utilized to form this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff participation in Professional Development, as measured by substitute days, sign-in sheets for PD, and conferences.	Teachers do not currently have a prep period; these activities must be done outside of school hours.	All teachers will participate in collaborative professional development.

Planned Strategies/Activities

Strategy/Activity 1

Provide teachers with at least four opportunities for substitute release. Teachers will plan using new adopted materials (ELA, Math), continue implementation of NGSS (Science), articulate programs (PE, electives), analyze data in Illuminate, etc.

Students to be Served by this Strategy/Activity

All.

Timeline

September 2018 through June 2019

Person(s) Responsible

Principal & Office Manager - arrange substitutes
Principal, Asst Principals, & teachers - collaborate and monitor progress

Proposed Expenditures for this Strategy/Activity

Amount	12,000
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Release - 88 days at \$130/day

Strategy/Activity 2

Six learning experiences will be provided to students (two per grade level), such as CA Science Center, Museum of Tolerance, OC Water/Sanitation Department, etc.

Students to be Served by this Strategy/Activity

All.

Timeline

September 2018 through June 2019

Person(s) Responsible

Principal
Asst Principals

Proposed Expenditures for this Strategy/Activity

Amount	36,000
Source	Site Based Gifts and Donations
Budget Reference	0000: Unrestricted
Description	Program costs (transportation, admission, subs, etc.)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe & Positive Learning Environment

Goal Statement

The suspension rate at Sowers is 4%, which will be maintained or decreased by June 2019.

LCAP Goal

HBCSD will increase communication with all stakeholders to improve participation, feedback and collaboration in all areas (LCAP Goal #2). HBCSD intends to support academic success by providing access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness (LCAP Goal #3).

Basis for this Goal

CA School Dashboard Suspension Rate and stakeholder survey data (Panorama) were used to determine this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA School Dashboard Suspension rate.	Suspension rate is currently Medium (4%) and has increased (+0.5%).	Suspension rate will be maintained or improved (at or under 4%)
Panorama Survey.	Family survey indicates 52% favorable for school climate and 57% favorable for school safety.	Family survey will indicate an improvement in school climate and school safety (greater than 52 and 57, respectively).

Planned Strategies/Activities

Strategy/Activity 1

Outreach counseling services for 5 days per week

Offer individual and small group consent forms to provide socio-emotional support during an important developmental stage. Support is provided through a referral program that parents, teachers, staff, and students can request. These services are coordinated with administration to ensure quality and consistent services for students identified.

Students to be Served by this Strategy/Activity

All.

Timeline

September 2018 - June 2019

Person(s) Responsible

Principal
Assistant Principals
All teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,475.00
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	counseling services provided districtwide

Strategy/Activity 2

Teen Truth relational need training. Relational needs are the needs that grow out of human interaction, and being aware of these needs in ourselves and in others can help develop and nurture human relationships. Being aware of these needs can also help us gain insight into the feelings, behaviours and motivations in ourselves and others. Relational needs are the emotional needs that can be met through our social connectedness and are different from the needs for survival and for physical safety that Abraham Maslow placed at the base of his hierarchy of human needs. All people experience these relational needs and they are present in all components of our life, from cradle to grave. Often these needs are out of our awareness, but they push into our awareness if they are not being met. When relational needs are not met, they become more intense, more pressing, and are experienced as an emptiness, a longing, or a nagging loneliness. Some people may become frustrated, angry, or aggressive in the face of unmet needs, or they may become depressed, lose energy and hope.

Students to be Served by this Strategy/Activity

All.

Timeline

September 2018 - June 2019

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teen Truth contract

Strategy/Activity 3

The Viking Modular Academy ("VMA") will offer students opportunities to work on short-term projects in journalism, engineering, creative writing, photography, coding, physical fitness/recreational sports, robotics, and other academic competitions. Centered around developing the whole child by providing academic support, extra-curricular enrichment, and structured physical fitness, the program provides students with opportunities to build towards specific culminating activities throughout the year.

Students to be Served by this Strategy/Activity

All. Students who are struggling academically or socially will be invited.

Timeline

September 2018 - June 2019

Person(s) Responsible

Principal
Asst Principals
Teachers
HB Rec Center

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	Site Based Gifts and Donations
Budget Reference	None Specified
Description	Program costs: materials and staffing.
Amount	10,000
Source	Site Formula Funds
Budget Reference	0000: Unrestricted
Description	Program costs: materials and staffing.

Strategy/Activity 4

Implementation of MTSS. Multi-Tiered Systems of Support provide students with tiered interventions related to their academic, social, and behavioral needs.

Students to be Served by this Strategy/Activity

All.

Timeline

September 2018 - June 2019

Person(s) Responsible

Principal
MTSS Team

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute release time for MTSS team to collaborate and develop MTSS plan for Sowers.

Strategy/Activity 5

Increase student and parent engagement using technology (School community Newsletter, Instagram, Twitter, etc.)

Students to be Served by this Strategy/Activity

All.

Timeline

By June 2019, Sowers will increase use of technology to communicate by 30% compared to last school year.

Person(s) Responsible

Principal

Asst Principals

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site Formula Funds
Budget Reference	0000: Unrestricted
Description	Software costs.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Implementation of Instructional Best Practices

Goal Statement

By June 2019, all Sowers teachers will be supported in building curricular, instructional, and innovative practices for content delivery to students toward Sowers maintaining or improving CA School Dashboard ELA and Mathematics data.

LCAP Goal

HBCSD will provide first best instruction for all of our students and support that instruction through supplemental programs for those students with needs by providing access and resources/materials to a standards-based program (LCAP Goal #1).

Basis for this Goal

CA School Dashboard data and stakeholder survey data (Panorama) were used to determine this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Indicators provided by CA School Dashboard.	ELA Status: Very High (+55.8 above Level 3). Math Status: High (+29.4 above Level 3).	Maintain or improve status in relation to Level 3.

Planned Strategies/Activities

Strategy/Activity 1

Classroom materials budget: each teacher will receive a budget to purchase necessary materials for their classroom.

Students to be Served by this Strategy/Activity

All.

Timeline

September 2018 - June 2019

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

8,800

Source	Site Formula Funds
Budget Reference	0000: Unrestricted
Description	Classroom materials and supplies.

Strategy/Activity 2

Materials for science department.

Students to be Served by this Strategy/Activity

All.

Timeline

September 2018 - June 2019

Person(s) Responsible

Principal
Asst Principals
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Site Formula Funds
Budget Reference	0000: Unrestricted
Description	Purchase materials/resource for NGSS-aligned lab and learning experiences.

Strategy/Activity 3

Purchase materials for the Library Commons.

Students to be Served by this Strategy/Activity

All.

Timeline

September 2018 - June 2019

Person(s) Responsible

Principal
LMT
Asst Principals

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Site Based Gifts and Donations
Budget Reference	4000-4999: Books And Supplies

Description

Library materials

Strategy/Activity 4

Purchase Chromebooks and carts to replenish previously-purchased devices. Ongoing procurement plan ensures students have access to the technology needed for curriculum, instruction, and assessments, such as ALEKS, Google Classroom/Drive, SchoolLoop, and our ELA/Math adoptions.

Students to be Served by this Strategy/Activity

All.

Timeline

September 2018 - June 2019

Person(s) Responsible

Principal
Asst Principals
Dist IT dept

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Hardware

Strategy/Activity 5

Provide Lexia for students needing literacy intervention.

Students to be Served by this Strategy/Activity

Special Education and struggling students.

Timeline

November 2018 - June 2019.

Person(s) Responsible

Principal
Asst Principals

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Software licenses.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Improve the impact of instruction on the learning for all of our students by increasing the implementation of lessons/activities that include standards and measurable objectives and student engagement strategies aligned to objectives. (Improve Instruction/All Literacy Teachers/Improve Math Instruction)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CASSPP Results	CAASPP results will indicate maintained, increased, or significantly increased in ELA and Math.	Students performed well on 2018 CAASSP (SBAC) ELA/Literacy assessments with 76.5% meeting and exceeding standards. However, there continues to be 16.12% who nearly met standards and 7.3% who did not meet the standard for their grade level. When analyzing student cohort groups (grade levels) on a year-to-year basis in English Language Arts, each student group is showing overall improvement over time. Over 80% of students scored above or at standard in each of the ELA SBAC Claims. Students performed well on 2018 CAASSP (SBAC) ELA/Literacy assessments with 69.3% meeting and exceeding standards. However, there continues to be 25% who nearly met standards and 9.61% who did not meet the standard for their grade level. When analyzing student cohort groups (grade levels) on a year-to-year basis in Mathematics, each student group is showing overall improvement over time. Over 80% of students scored above or at standard in each of the Math SBAC Claims.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement the use of math supports such as the Khan Academy across all grade levels in mathematics.	Supplemental math supports were utilized: ST Math, ALEKS, and Khan Academy.	Sub Release 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 400	Sub Release 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 400
ALEKs Math in grades 7 and 8	Supplemental math supports were utilized: ST	Sub Release 1000-1999: Certificated Personnel	Sub Release 1000-1999: Certificated Personnel

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Students will complete 60 minutes per week on at least 5 topics per week	Math, ALEKS, and Khan Academy.	Salaries LCFF - Supplemental 400	Salaries LCFF - Supplemental 400
<p>ELA/ELD Adoption</p> <p>Teachers will pilot the use of supplemental resources provided by with ELA/ELD adoption publisher through investigation and collaboration of the provided materials both online and in print.</p>	Teacher continue to learn the new curriculum adoption for ELA.	Sub Release 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 400	Sub Release 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 400
<p>Library materials and resources (i.e. books, online books, online resources)</p> <p>Increase use of Library Media services by having large and small groups utilize the space throughout the day</p>	Library resources were purchased, including robots, books, and technology.	Library resources 4000-4999: Books And Supplies General Fund 2000	Library resources 4000-4999: Books And Supplies General Fund 2000
<p>Transition to Next Generation Science Standards (NGSS)</p> <p>Identify existing resources and identify gaps in resources</p> <p>Instructional rounds</p> <p>Science collaboration with Dwyer</p>	Sowers' Science department continues to grow in their implementation of the NGSS integrated model.	Professional Development 0000: Unrestricted General Fund 500	Professional Development 0000: Unrestricted General Fund 500
Illuminate Data Analysis	Sub release was provided for data analysis in Illuminate.	Sub Release 1000-1999: Certificated Personnel Salaries General Fund 1500	Sub Release 1000-1999: Certificated Personnel Salaries General Fund 1500
Attend the CDE California History and Social Science Framework Rollout Conference at Cal Poly Pomona.	Six teachers and the Principal attended this event. The information learned was then brought back and shared with the	Sub Release 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 900	Sub Release 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 900

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	entire CORE department at their subsequent collaboration day.		
<p>OCDE 2017-18 Physical Education Network Meeting and Workshop Series</p> <p>Pupil Outcomes: Implementing State Standards, and Whole Child</p> <p>Travel and Conference cost for two PE teachers to share ideas, innovations, and stay current with laws, teaching/learning resources.</p>	PE teachers attended the series and shared information with department staff.	Sub Release and Travel 0000: Unrestricted LCFF - Supplemental 850	Sub Release and Travel 0000: Unrestricted LCFF - Supplemental 850

Analysis

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

All strategies related to this goal were implemented and fulfilled.

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

The strategies were effective in meeting school needs as measured through data outcomes.

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

There were no material differences between the Proposed and Actual Expenditures.

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

Due to an overall restructuring of the SPSA template and the advent of the CA School Dashboard data, all goals and services have been altered for the 2018-19 school year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Ensure that all students receive the interventions they need to make progress towards grade level standards through an aligned implementation of interventions and inclusive practices during the school day. (Student Connectedness to Adults)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CASSPP Results	CAASPP results will indicate maintained, increased, or significantly increased in ELA and Math.	Students performed well on 2018 CAASSP (SBAC) ELA/Literacy assessments with 76.5% meeting and exceeding standards. However, there continues to be 16.12% who nearly met standards and 7.3% who did not meet the standard for their grade level. When analyzing student cohort groups (grade levels) on a year-to-year basis in English Language Arts, each student group is showing overall improvement over time. Over 80% of students scored above or at standard in each of the ELA SBAC Claims. Students performed well on 2018 CAASSP (SBAC) ELA/Literacy assessments with 69.3% meeting and exceeding standards. However, there continues to be 25% who nearly met standards and 9.61% who did not meet the standard for their grade level. When analyzing student cohort groups (grade levels) on a year-to-year basis in Mathematics, each student group is showing overall improvement over time. Over 80% of students scored above or at standard in each of the Math SBAC Claims.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Outreach counseling services for 5 days per week</p> <p>Offer individual and small group consent forms to provide socio-emotional support during an important developmental stage. Support is provided</p>	Counseling services were provided to students throughout the school year.	services 5000-5999: Services And Other Operating Expenditures General Fund 500	services 5000-5999: Services And Other Operating Expenditures General Fund 500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>through a referral program that parents, teachers, staff, and students can request. These services are coordinated with administration to ensure quality and consistent services for students identified.</p>			
<p>Increase clubs, PAL, WEB, and ASB activities</p> <p>Increase student and parent engagement using technology (Remind.com, Instagram, Twitter)</p>	<p>Social media presence increased significantly and the number of clubs was maintained.</p>	<p>materials 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	<p>materials 4000-4999: Books And Supplies LCFF - Supplemental 500</p>
<p>Intervention Programs: Read 180, Social Thinking Curriculum, Reading Mastery, Lexia, Corrective Reading, Connecting Math Concepts</p> <p>Enrichment Programs: ALEKS</p> <p>Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system that is available to all students. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know then instructs the student on the identified topics. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.</p>	<p>Supplemental software was purchased and implemented: Lexia, ALEKS, Reading Mastery, Corrective Reading.</p>	<p>Instructional materials 4000-4999: Books And Supplies General Fund 2000</p>	<p>Instructional materials 4000-4999: Books And Supplies General Fund 2000</p>
<p>Technology- teacher use and Chromebooks for student use</p>	<p>Devices were purchased.</p>	<p>Hardware 4000-4999: Books And Supplies Donations 5000</p>	<p>Hardware 4000-4999: Books And Supplies Donations 5000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Read 180	Read 180 was purchased.	software curriculum None Specified General Fund 2000	software curriculum 4000-4999: Books And Supplies General Fund 2000
Co-teaching Model	Sub release for Co-Teach teachers was provided.	Sub Release 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 700	Sub Release 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 700
Before School and After school intervention and/or enrichment class	After-school program was implemented.	Stipend 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3500	Stipend 1000-1999: Certificated Personnel Salaries District Funded 1500
		Stipend 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000	Stipend 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000

Analysis

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

All strategies related to this goal were implemented and fulfilled.

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

The strategies were effective in meeting school needs as measured through data outcomes.

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

Counseling service costs and after-school programs costs were supplemented by the district.

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.

Due to an overall restructuring of the SPSA template and the advent of the CA School Dashboard data, all goals and services have been altered for the 2018-19 school year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Build curricular, instructional and school wide consistency via pilot of materials and collaboration among all stakeholders, specifically through vertical and horizontal collaboration as we implement state standards. (Access to Resources)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CASSPP Results	CAASPP results will indicate maintained, increased, or significantly increased in ELA and Math.	Students performed well on 2018 CAASSP (SBAC) ELA/Literacy assessments with 76.5% meeting and exceeding standards. However, there continues to be 16.12% who nearly met standards and 7.3% who did not meet the standard for their grade level. When analyzing student cohort groups (grade levels) on a year-to-year basis in English Language Arts, each student group is showing overall improvement over time. Over 80% of students scored above or at standard in each of the ELA SBAC Claims. Students performed well on 2018 CAASSP (SBAC) ELA/Literacy assessments with 69.3% meeting and exceeding standards. However, there continues to be 25% who nearly met standards and 9.61% who did not meet the standard for their grade level. When analyzing student cohort groups (grade levels) on a year-to-year basis in Mathematics, each student group is showing overall improvement over time. Over 80% of students scored above or at standard in each of the Math SBAC Claims.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Release Days for Teacher Collaboration	Teachers were provided with sub release for planning days to focus on curriculum development, assessment data analysis, or collaboration for innovative instructional practices.	Professional Development District Funded 9000	Sub release 1000-1999: Certificated Personnel Salaries District Funded 9000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Materials for teachers and departments	Classroom materials were purchased.	Materials/resources General Fund 9400	Materials/resources 4000-4999: Books And Supplies General Fund 9400
<p>Kelly Gallagher Speaker series</p> <p>The CORE department has the opportunity to have three sessions with teacher/author Kelly Gallagher on instructional strategies in English to increase reading/writing proficiency for all students. Half day subs were secured on 10/17/18 and 1/23/18. 11/9/17 was scheduled on a planning day so no subs were needed.</p>	CORE teachers attended Kelly Gallagher series.	Sub Release 1000-1999: Certificated Personnel Salaries General Fund 1845	Sub Release 1000-1999: Certificated Personnel Salaries General Fund 1845
<p>Technology (mobile carts, staff devices,etc)</p> <p>Purchase a Chromebook cart that includes 36 Chromebooks and a storage/charging cart.</p> <p>All teachers will have access to reserve the Chromebook cart to increase the use of technology using Google classroom/ Google Drive.</p> <p>The additional cart will allow CORE teachers to utilize the supplemental resources available through the ELA/ELD adoption.</p>	Technology was purchased.	Hardware 4000-4999: Books And Supplies General Fund 5000	Hardware 4000-4999: Books And Supplies General Fund 5000
Incorporate research projects, non-fiction articles, listening and speaking opportunities in electives classes	Materials for electives were purchased.	Materials 4000-4999: Books And Supplies Donations 300	Materials 4000-4999: Books And Supplies Donations 300

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Chromebook Cart: Purchase a Chromebook cart that includes 36 Chromebooks and a storage/charging cart.</p> <p>All teachers will have access to reserve the Chromebook cart to increase the use of technology using Google classroom/ Google Drive.</p> <p>The additional cart will allow CORE teachers to utilize the supplemental resources available through the ELA/ELD adoption.</p>	<p>Chromebooks were purchased.</p>	<p>Hardware Donations 10000</p>	<p>Hardware Donations 10000</p>
<p>Incorporate engineering activities to better meet Next Generation Science Standards (NGSS).</p>	<p>NGSS materials were purchased.</p>	<p>Materials 4000-4999: Books And Supplies General Fund 1000</p>	<p>Materials 4000-4999: Books And Supplies General Fund 1000</p>

Analysis

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

All strategies related to this goal were implemented and fulfilled.

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

The strategies were effective in meeting school needs as measured through data outcomes.

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

There were no material differences between the Proposed and Actual Expenditures.

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

Due to an overall restructuring of the SPSA template and the advent of the CA School Dashboard data, all goals and services have been altered for the 2018-19 school year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	8,975.00
Site Based Gifts and Donations	68,000.00
Site Formula Funds	65,300.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	60,300.00
1000-1999: Certificated Personnel Salaries	13,500.00
4000-4999: Books And Supplies	16,000.00
5000-5999: Services And Other Operating Expenditures	22,475.00
None Specified	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	1,500.00
5000-5999: Services And Other Operating Expenditures	District Funded	7,475.00
0000: Unrestricted	Site Based Gifts and Donations	36,000.00
4000-4999: Books And Supplies	Site Based Gifts and Donations	2,000.00
None Specified	Site Based Gifts and Donations	30,000.00
0000: Unrestricted	Site Formula Funds	24,300.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	12,000.00
4000-4999: Books And Supplies	Site Formula Funds	14,000.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	15,000.00

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
- 2 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Roseann Andrus	Parent or Community Member
Scott Kreuger	Parent or Community Member
Rita Patel	Parent or Community Member
Chris Masion	Parent or Community Member
Cheri Rothenberg	Parent or Community Member
Ken DeMarco	Classroom Teacher
Trinon Carter	Classroom Teacher
Anna Dow	Classroom Teacher
Tracy Blackburn	Other School Staff
John Ashby	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

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 November 7, 2017.

Attested:

Principal, John Ashby, Ed.D. on 11/7/18

SSC Chairperson, on 11/7/18

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

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

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

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

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 November 7, 2017.

Attested:



Principal, John Ashby, Ed.D. on 11/7/18

SSC Chairperson, on 11/7/18