

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hall Middle School	21653676024350	Learning Continuity and Attendance Plan Stakeholder Engagement	11/18/2020

Purpose and Description

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

Schoolwide Program

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

This plan will monitor progress on student academic achievement through state (CAASPP) and local measures as well as goals centered on positive climate, engagement, access and equity to programs, and positive relationships.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In 2019-20 we give a fall climate survey to students. And in the spring we gave parents a distance learning survey and 2020-21 school year COVID response plans survey.

Fall climate survey:

6th Grade: I feel physically safe (95%); emotionally safe (91%); understand expectations for appropriate behavior (99%); one adult I trust and would seek out (90%); I know how to get help if I'm having social or emotional problems (93%); students at this school respect each other (89%); I go out of my way to make other students feel welcome (66%); students at this school respect adults on staff (93%); teachers and staff treat me with respect (93%); I feel comfortable reaching out to my teachers for academic help (93%); I feel like my teachers like me (88%); Monday tends to be the most stressful day of the week; I use mindfulness techniques (50%).

7th Grade: I feel physically safe (97%); emotionally safe (89%); understand expectations for appropriate behavior (99%); one adult I trust and would seek out (76%); I know how to get help if I'm having social or emotional problems (89%); students at this school respect each other (74%); I go out of my way to make other students feel welcome (65%); students at this school respect adults on staff (86%); teachers and staff treat me with respect (88%); I feel comfortable reaching out to my teachers for academic help (83%); I feel like my teachers like me (68%); Monday tends to be the most stressful day of the week; I use mindfulness techniques (61%).

8th Grade: I feel physically safe (91%); emotionally safe (89%); understand expectations for appropriate behavior (99%); one adult I trust and would seek out (86%); I know how to get help if I'm having social or emotional problems (91%); students at this school respect each other (82%); I go out of my way to make other students feel welcome (61%); students at this school respect adults on staff (87%); teachers and staff treat me with respect (91%); I feel comfortable reaching out to my teachers for academic help (92%); I feel like my teachers like me (78%); Monday tends to be the most stressful day of the week; I use mindfulness techniques (51%).

The parent survey results regarding distance learning and 2020-21 school year COVID response plans are in Appendix A.

Classroom Observations

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

There were formal observations of all employees through the continuous improvement process outlined in both collecting bargaining agreements. Additionally, informal walkthroughs were conducted on a weekly basis with either email or in-person feedback. These observations occurred in the physical classroom as well as in the distance learning setting. Finally we held Collaborative Inquiry visits consisting of site and district administrators aimed to provide support for each site principal in identifying data trends and professional development next steps. While we are making progress in our conferring in Reading, Writing and Math (our district focus area), there are still needs to further refine this practice and further identify specific student goals. Another district-wide focus is our work with equity, where gaps still exist and therefore, along with instructional strategies, racial bias professional development is warranted.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CAASSP, ELPAC, district writing benchmark, district math benchmarks (through Illuminate), Scholastic Reading Inventory, common CERs (claim, evidence, reasoning) assessments/assignments, California Healthy Kids Survey, student surveys, and parent surveys have been data sources used to modify and adjust instruction to meet student needs. For example, during 2019-20 a district-wide EL/Literacy Specialist was implemented to support teachers via coaching, professional development, and student monitoring.

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

The first step in addressing learning loss from COVID-19 is the use of classroom and district-wide assessments to measure the learning status of each student.

- Students in grades 6-8 take the Scholastic Reading Inventory assessment online, administered by their English Language Arts teacher.
- Students in grades 3-8 take the Illuminate Incoming Assessments in both English Language Arts and Mathematics.

These assessments measure key standards from the prior year. Teachers will then administer the Illuminate Follow Up Assessments to measure student progress after providing targeted instruction in areas of need.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Every staff member at Hall Middle School meets the highly qualified staffing requirements with the exception of two staff members: due to COVID-19 CSET exam cancellations, one staff member is on a limited assignment emergency permit (math), and one staff member has been authorized to teach science through the committee on assignment process.

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

Sufficiency of credentialed teachers has been met and professional development occurs in the form of district provided workshops, coaching, and county office program offerings. All staff have been trained in district adopted curriculum and have the opportunity for additional training through district coaches and local opportunities.

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

LCMSD has curriculum committees that examine content standards/framework, student achievement data, staff surveys, and research-based best practices to design multi-year programs in these areas: curriculum and instruction, professional development, data analysis, and intervention. This committee work, reflected in district-wide professional development plans, then is reviewed during budget and LCAP development to align resources to goals set within these specific areas.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
LCMSD offers an EL/Literacy Coach and is training the Readers and Writers Workshop Coaching Cadre and Cognitively Guided Instruction Coaching Cadre. The EL/Literacy Coach creates and facilitates staff-wide professional development and provides additional support to individual teachers. At Hall, Readers and Writers Workshop Coaches are assigned new teachers and other coachees to provide support. The ELA team also has implemented a peer coaching model where instructional strategies are identified and peers coach one another to provide targeted feedback. Teachers have also been supported by UCLA Center X Mathematics and Momentum in Teaching (Readers Workshop) through lab days (department coaching) and individual coaching. Finally, principals participate in Collaborative Inquiry Visits (CIV) where they host two school-wide visits for the district leadership team that is focused on Readers Workshop and CGI math. After visiting all classrooms and collecting data through the lens of the principal's focus questions, the team provides the principal with coaching and professional development ideas to further the site's implementation of these practices. BTSA is provided for new teachers through a county-wide program.

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

Monthly grade level teams and department teams meet during regularly scheduled staff meeting times.

Teaching and Learning

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

LCMSD has implemented the Common Core standards and board approved curriculum and materials to support student proficiency in all content areas.

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

In our current model of AM/PM instruction, students engage in a five period rotating schedule. Students receive 170 minutes of daily in-person instruction as well as an additional 200 minutes of virtual instruction each week to meet elective and PE course requirements. Students also engage in 30-50 minutes of core content work outside of their in person instructional day that is assigned to students by content area teachers. While in our distance learning only model, students are engaged in classroom activities for 240 minutes every day.

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

All core content courses have developed and follow a course scope and sequence that allows for students to have access to a guaranteed and viable curriculum in each content area regardless of teacher of record. Students are provided with intervention opportunities in math via a Math Support class in grades 6 and 7. Other content areas offer differentiated instruction within course content, as well as opportunities for students to revise work to show mastery of standards. English Language Learners are also provided an additional support period to facilitate language acquisition.

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

All content area courses use district-approved curriculum materials for every grade level and course. All students have access to course text, online resources, and supplemental materials as needed.

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

All courses utilize Common Core aligned materials and intervention materials.

Opportunity and Equal Educational Access

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

A number of certificated and classified staff members have shifted their roles to include addressing learning loss and student engagement in distance learning. Each grade level team has additional support providers who work with students individually and in small groups to address learning and skill gaps. These support providers are in regular communication with the classroom teachers and grade level teams. The district EL/Literacy Specialist provides coaching support to classroom teachers and the additional support providers to ensure that effective support for all students is provided. The counselor is also the English Learner Case Manager and connects with each English Learner. In addition to these supports, English Learners receive Designated Support in the form of live Zoom sessions from the Reading Specialist at each school. Math support in grade 6 and 7 to support students with additional math needs. Imagine Learning supplemental math program in 7th and 8th grade to support Algebra Readiness.

Evidence-based educational practices to raise student achievement

The district is committed to Readers and Writers Workshop and Cognitively Guided Instruction in math are supported instructional methodologies with over three decades worth of research. The district has implemented these strategies K-8 and provides professional development to further its implementation, currently focusing on conferring. Additionally, targeted and consistent intervention is provided through the Sonday System, Leveled Literacy Intervention, and EL strategies.

Parental Engagement

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

The district provides iPads, Chromebooks and mobile hotspots to all families who need them. Any parent can request a device for their student. Teachers who become aware of a student who needs a device reaches out to the technology department and a device is provided. Some devices were hand-delivered to families who could not pick them up. Students in grades K-2 can borrow district iPads. Students in 3-8 grade can borrow district Chromebooks. Students at any grade level who do not have internet at home can borrow Kajeet mobile hotspots. The district tech team provides technical support to students and parents to ensure that students can access distance learning.

Pupils with Exceptional Needs: During distance learning, students with exceptional needs have individualized Distance Learning Plans that align to their current IEP to the greatest extent possible. The services in the individualized Distance Learning Plans can include the following:

Specialized Academic Instruction

- Virtual Group and/or Individual Direct Instruction
- Recorded Lessons
- Parent Coaching
- Case Management

Speech and Language Services

- Virtual Group and/or Individual Direct Instruction
- Parent/Student Coaching
- Guidance Materials
- Individual Materials
- Case Management

Occupational Therapy

- Virtual Group and/or Individual Direct Instruction
- Consultation with Students, Parent and General Education Teachers
- Individual Materials

Mental Health Services

- Weekly Individual and/or Group Counseling (virtually or by phone)

Behavioral Services

- Classroom Consult
- Virtual Observations to provide feedback and create support plans
- Parent Consult to provide in-home strategies and support

A number of certificated and classified staff members have shifted their roles to include addressing learning loss and student engagement in distance learning. Each grade level team has additional support providers who work with students individually and in small groups to address learning and skill gaps. These support providers are in regular communication with the classroom teachers and grade level teams. The district EL/Literacy Specialist provides coaching support to classroom teachers and the additional support providers to ensure that effective support for all students is provided. The counselor is also the English Learner Case Manager and connects with each English Learner. In addition to these supports, English Learners receive Designated Support in the form of live Zoom sessions from the Reading Specialist at each school.

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

Extensive stakeholder engagement and opportunities for feedback were provided. This began before the March 16, 2020 school closure with a Board Meeting outlining our contingency plans, as well as labor partner and staff meetings. Upon closure, the Distance Learning Leadership Team, consisting of LCMSD staff, was formed and met weekly to discuss both distance learning and hybrid options for instruction. Since COVID-19 also impacted school finance, the Fiscal Advisory Committee (FAC) was formed and met five times. The FAC consisted of staff from all employee groups, a Trustee, Marin County Office of Education Business Services staff, Town and City councilmembers, parents, and the SPARK Foundation Executive Director. The Operations Committee was also formed that was comprised of staff from all employee groups, a Trustee, parents, and the SPARK Foundation Executive Director. This committee met throughout the summer and will meet regularly in 2020-21. Parents were also engaged through a FaceBook Live session held during the first week of closure where questions were submitted in advance and during the session, regular parent meetings, DELAC, School Site Council, PTA/O leadership, beginning of the year parent orientations, videos, and regular district/school/teacher communications. Student, parent and staff surveys were also administered to help inform plans and next steps. All Board Meetings include a COVID-19 update. An LCMSD COVID-19 Response Plan website has been launched that includes information, videos, newsletters, and more. Remote participation has included: Zoom, FaceBook Live, YouTube Live, and Google Hangouts. Translation services have been provided, as available. Participants can connect via computer or phone. Additionally, meetings have been recorded and shared through newsletters and the website.

Funding

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

Fiscal support (EPC)

Title I = \$50,195
Title I contribution = \$8,900
Title II = \$2,500
Lottery = \$10,000
SPARK = 592,594

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

Our school site council reviews SPSA goals yearly and provides input on future goals. The Hall Lead Team reviews goals yearly and provides input on future goals. Surveys for students, staff and parent community are all data points to inform SPSA goals. Additionally, throughout the pandemic, town halls, open parent forums, surveys, a Fiscal Advisory Committee, and communications provided vehicles to engage the community and obtain feedback.

Resource Inequities

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

While we are improving in many areas, we still have significant learning gaps with Special Education, English Language Learners, Hispanic/Latinx, and students of low socioeconomic status. During school closure, there were a variety of learning pods, and groups of students that were able to more efficiently engage in distance learning creating wider gaps with our students with more limited access to home resources.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.19%			1
African American	1.36%	0.77%	0.96%	7	4	5
Asian	4.07%	4.42%	5.94%	21	23	31
Filipino	0.58%	0.58%	0.77%	3	3	4
Hispanic/Latino	12.98%	13.08%	13.22%	67	68	69
Pacific Islander	0.19%	%	0.19%	1		1
White	70.16%	73.46%	69.92%	362	382	365
Multiple/No Response	2.71%	0.58%	8.43%	14	3	2
Total Enrollment				516	520	522

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	155	183	175
Grade 7	178	155	188
Grade 8	183	182	159
Total Enrollment	516	520	522

Conclusions based on this data:

1. Enrollment is consistent with a slight dip due to COVID-19.
2. Demographic sub-group data is consistent with little change.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	15	22	32	2.9%	4.2%	6.1%
Fluent English Proficient (FEP)	52	57	54	10.1%	11.0%	10.3%
Reclassified Fluent English Proficient (RFEP)	2	1	2	0.4%	6.7%	9.1%

Conclusions based on this data:

1. English Learner data shows we are seeing a slight increase in EL enrollment in 19-20 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	177	155	186	173	154	183	173	154	183	97.7	99.4	98.4
Grade 7	180	179	157	173	175	153	173	174	153	96.1	97.8	97.5
Grade 8	161	185	182	154	175	171	154	175	171	95.7	94.6	94
All Grades	518	519	525	500	504	507	500	503	507	96.5	97.1	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2584.	2590.	2578.	36.99	41.56	33.33	43.35	39.61	41.53	12.14	12.34	17.49	7.51	6.49	7.65
Grade 7	2600.	2619.	2623.	24.28	39.08	43.79	50.29	41.95	34.64	18.50	10.92	13.07	6.94	8.05	8.50
Grade 8	2625.	2611.	2629.	31.17	27.43	39.18	48.05	44.57	36.84	12.99	18.86	16.96	7.79	9.14	7.02
All Grades	N/A	N/A	N/A	30.80	35.79	38.46	47.20	42.15	37.87	14.60	14.12	15.98	7.40	7.95	7.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	42.77	44.16	37.16	43.93	45.45	49.18	13.29	10.39	13.66
Grade 7	39.88	48.28	48.37	50.87	41.95	37.91	9.25	9.77	13.73
Grade 8	46.10	38.29	48.54	46.10	46.86	38.60	7.79	14.86	12.87
All Grades	42.80	43.54	44.38	47.00	44.73	42.21	10.20	11.73	13.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	46.24	50.33	45.36	43.35	36.60	45.36	10.40	13.07	9.29
Grade 7	45.35	52.87	59.48	48.26	37.36	33.33	6.40	9.77	7.19
Grade 8	47.40	44.57	49.71	41.56	42.29	42.69	11.04	13.14	7.60
All Grades	46.29	49.20	51.08	44.49	38.84	40.83	9.22	11.95	8.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	30.06	30.52	23.50	63.01	63.64	68.85	6.94	5.84	7.65
Grade 7	20.81	23.56	20.92	69.94	68.39	72.55	9.25	8.05	6.54
Grade 8	34.42	30.29	32.75	58.44	61.71	63.74	7.14	8.00	3.51
All Grades	28.20	28.03	25.84	64.00	64.61	68.24	7.80	7.36	5.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	52.02	52.60	47.54	39.31	38.96	45.36	8.67	8.44	7.10
Grade 7	35.26	56.32	52.29	58.38	37.93	39.87	6.36	5.75	7.84
Grade 8	40.26	42.86	47.37	51.30	45.71	40.35	8.44	11.43	12.28
All Grades	42.60	50.50	48.92	49.60	40.95	42.01	7.80	8.55	9.07

Conclusions based on this data:

1. For 2019-20 8th graders we see 3% increase of students at Standard Exceeded from 6th to 7th grade overall.
2. 2019-20 8th graders showed 6% increase of students Above Standard in writing from 6th to 7th grade.
3. 2019-20 8th graders showed 6.5% decrease of students Above Standard in Listening from 6th to 7th grade.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	177	155	186	170	152	184	170	152	184	96	98.1	98.9
Grade 7	180	179	158	171	174	157	171	174	157	95	97.2	99.4
Grade 8	161	185	182	153	173	174	153	173	174	95	93.5	95.6
All Grades	518	519	526	494	499	515	494	499	515	95.4	96.1	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2586.	2588.	2586.	47.06	46.71	44.57	21.76	22.37	24.46	19.41	18.42	22.83	11.76	12.50	8.15
Grade 7	2588.	2619.	2626.	32.16	50.57	53.50	28.65	22.41	21.02	25.15	17.24	14.65	14.04	9.77	10.83
Grade 8	2625.	2608.	2629.	48.37	39.31	48.28	16.99	27.17	18.39	21.57	14.45	18.97	13.07	19.08	14.37
All Grades	N/A	N/A	N/A	42.31	45.49	48.54	22.67	24.05	21.36	22.06	16.63	19.03	12.96	13.83	11.07

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	47.93	50.66	51.09	34.91	26.32	30.43	17.16	23.03	18.48	
Grade 7	46.20	59.20	60.51	29.82	27.01	24.20	23.98	13.79	15.29	
Grade 8	50.33	43.93	51.15	25.49	34.10	27.59	24.18	21.97	21.26	
All Grades	48.07	51.30	53.98	30.22	29.26	27.57	21.70	19.44	18.45	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	41.76	46.05	41.85	42.94	40.13	47.28	15.29	13.82	10.87
Grade 7	38.60	49.43	54.14	48.54	38.51	37.58	12.87	12.07	8.28
Grade 8	50.98	50.87	48.85	35.95	34.10	39.08	13.07	15.03	12.07
All Grades	43.52	48.90	47.96	42.71	37.47	41.55	13.77	13.63	10.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	50.00	52.63	50.54	36.47	28.29	35.33	13.53	19.08	14.13
Grade 7	29.82	43.68	50.32	60.23	48.85	39.49	9.94	7.47	10.19
Grade 8	50.98	42.77	48.85	36.60	43.35	37.93	12.42	13.87	13.22
All Grades	43.32	46.09	49.90	44.74	40.68	37.48	11.94	13.23	12.62

Conclusions based on this data:

1. 2019-20 8th graders showed 3.5% increase in students at Exceeding Standard overall from 6th to 7th grade.
2. 2019-20 8th graders showed 8% increase in Above Standard for Problem Solving and Modeling/Data Analysis from 6th to 7th grade.
3. 2019-20 8th graders showed 7% decrease in students Above Standard for Communicating Reasoning from 6th to 7th grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	9
Grade 7	*	*	*	*	*	*	*	10
Grade 8	*	*	*	*	*	*	*	6
All Grades							15	25

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	*	36.00	*	28.00	*	12.00		24.00	15	25

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	56.00	*	20.00		0.00		24.00	15	25

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*
8		*	*	*	*	*	*	*	*	*
All Grades		8.00	*	20.00	*	36.00	*	36.00	15	25

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*	*	*	*	*
All Grades	*	20.00	*	56.00	*	24.00	15	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	86.67	72.00	*	4.00		24.00	15	25

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	12.00	*	32.00	*	56.00	15	25

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		4.00	80.00	72.00	*	24.00	15	25

Conclusions based on this data:

1. 15 Hall students took the Summative ELPAC, but there are not enough students at each grade level to report performance data. The admin team reviews each individual student score report.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
520	11.9	4.2	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	4.2
Homeless	1	0.2
Socioeconomically Disadvantaged	62	11.9
Students with Disabilities	41	7.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
Asian	23	4.4
Filipino	3	0.6
Hispanic	68	13.1
Two or More Races	37	7.1
White	382	73.5





Conclusions based on this data:

1. The relatively small number of students in student groups allows the school to target interventions and supports for students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="776 506 844 533">Green</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1256 506 1325 533">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 703 360 730">Blue</p>		

Conclusions based on this data:

1. Very strong indicators of continued progress in student learning in ELA and Math.
2. Strong indicators of fewer suspensions.
3. Continued challenge with chronic absenteeism and need for further efforts to partner with parents to encourage daily attendance.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 60.3 points above standard Increased ++3.2 points 501	<p>English Learners</p>  Orange 47.3 points below standard Declined -12.1 points 30	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p>  Yellow 28.1 points below standard Increased ++6.2 points 60	<p>Students with Disabilities</p>  Orange 21.4 points below standard Maintained -0.3 points 51

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 40.5 points above standard Declined -11.2 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.4 points above standard Maintained -2.9 points 65	 Blue 71.6 points above standard Maintained -2.5 points 37	 No Performance Color 0 Students	 Blue 71.8 points above standard Increased ++4.3 points 371

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.1 points below standard Maintained ++2 points 16	4 points above standard Increased ++7.3 points 14	67.3 points above standard Maintained ++2.5 points 428

Conclusions based on this data:

1. Significant improvement for Students with Disabilities.
2. Strong improvement for Hispanic and Two or More Races population.
3. Overall EL performance decline, however RFEP and English Only students showing gains.

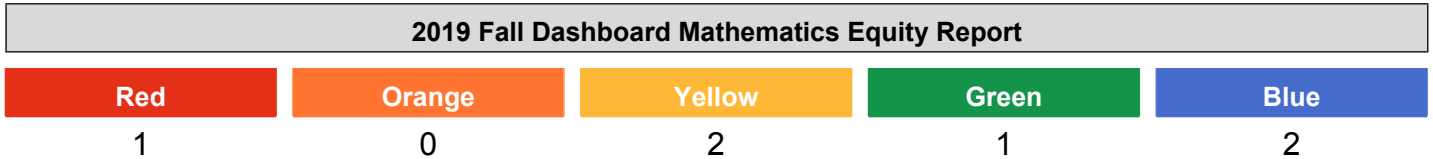
School and Student Performance Data

Academic Performance Mathematics






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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 48.9 points above standard Increased ++10.6 points 500	<p>English Learners</p>  Red 97.2 points below standard Declined -14.6 points 30	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p>  Yellow 65.4 points below standard Increased Significantly ++21.3 points 60	<p>Students with Disabilities</p>  Yellow 58.4 points below standard Increased ++6.6 points 51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color 30.7 points above standard Declined -11.5 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 24.5 points below standard Increased ++3.3 points 64	 Blue 64.5 points above standard Increased ++8.9 points 37		 Blue 62 points above standard Increased ++9.9 points 371

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
144.4 points below standard Maintained -1.4 points 17	35.7 points below standard Increased ++14 points 13	59.5 points above standard Increased ++10.6 points 428

Conclusions based on this data:

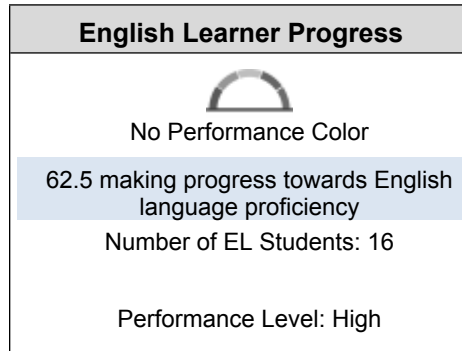
1. Increase in math performance for SPED and Hispanic students.
2. Socioeconomically Disadvantaged students and English Learners show overall decline in performance.
3. White, Two or More Races, RFEP and English Only students showing increased performance.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5		12.5	

Conclusions based on this data:

1. 80% of EL students scored at Level 3 or higher.
2. No students scored in the Beginning Stage

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

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

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

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

Conclusions based on this data:

- 1.

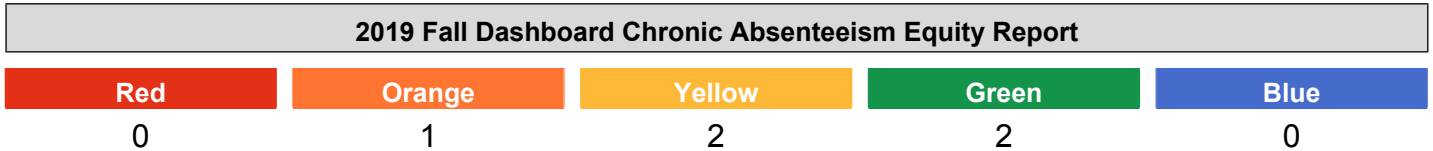
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.2</p> <p>Declined -2</p> <p>531</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>14.3</p> <p>Declined -5.7</p> <p>28</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>14.7</p> <p>Declined -3.5</p> <p>68</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>10.9</p> <p>Increased +4.9</p> <p>55</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Declined -4.5 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.5 Declined -3.8 76	 Green 5.1 Declined -1.8 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 7 Declined -2 384

Conclusions based on this data:

1. Students with disabilities showed better attendance.
2. White, Hispanic, EL, low SES students show increased absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

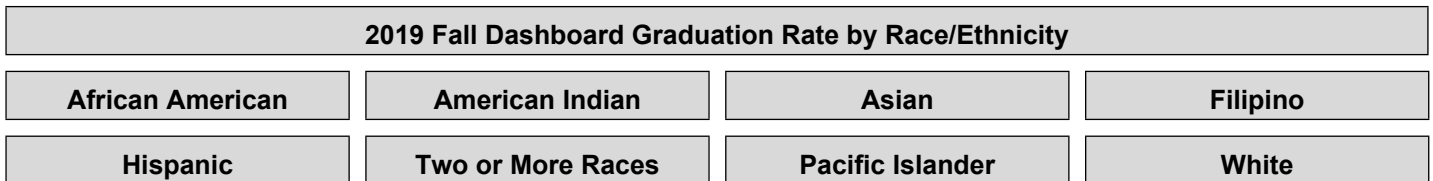
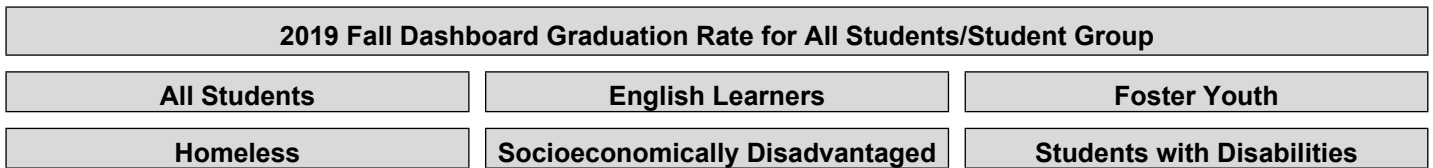
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

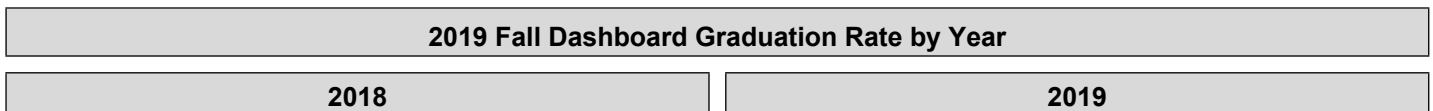
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

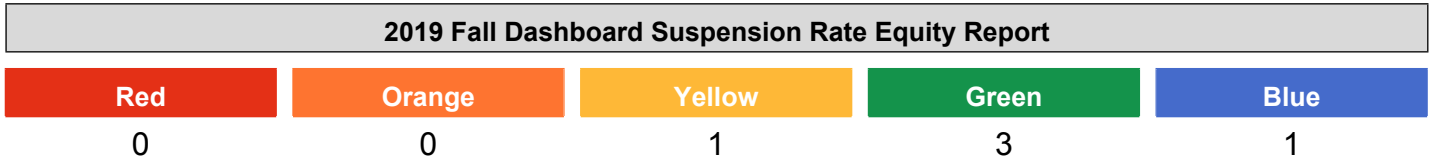
School and Student Performance Data

Conditions & Climate Suspension Rate






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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1.1 Maintained -0.2 538	 No Performance Color 7.1 Increased +7.1 28	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 4	 Green 4.3 Declined -0.8 70	 Green 1.8 Declined -1.1 55

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Declined -4.5 24	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.6 Declined -4.2 76	 Blue 0 Maintained 0 39		 Yellow 1 Increased +0.8 391

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	1.1

Conclusions based on this data:

- Overall downward trend of students suspended at least once from 2016 to 2018.
- Increase in Hispanic and low SES students suspended.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

DISTRICT STRATEGIC PRIORITY: Inspire academic growth and civic responsibility through a rigorous, inquiry-based curriculum that is engaging and personalized.

LCAP GOAL 2: Ensure continuous improvement, achievement and equitable and inclusive access to standards-aligned Math, English, Science, Social Science, Visual and Performing Arts, World Languages, Physical Education and Digital Literacy for all students. Increase academic achievement in English Language Arts (ELA) and Mathematics at or above the rate of similar schools; narrow the achievement gap within subgroups.

Goal 1

SCHOOL GOAL 1: Student Academic Proficiency. For the 2020-21 school year, at least 85% of students will demonstrate proficiency on CAASPP ELA and 85% scoring at least a 28 on benchmark writing assessments. 80% of students will demonstrate proficiency on CAASPP Math, CAASPP Math Interim Assessments and end of the year MDTP. Growth in both ELA and Math CAASPP scaled scores will be above the Marin County similar schools mean gain score. Ensure that each and every student learns while enhancing English Language Arts and Mathematics instruction for all students.

Identified Need

While the last three years have shown overall growth in proficiency in Math and ELA CAASPP scores, subgroup data for low SES and EL learners continue to demonstrate lack of growth and proficiency and a need for additional support and enhanced interventions both in class and out.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Interim and Summative assessment data.	ELA proficient: 2016 - 71%. 2017 - 78%. 2018 - 78%. 2019 - 76%. Math proficient: 2016 - 54%. 2017 - 65%. 2018 - 70%. 2019 - 70%.	For the 2020-21 school year, at least 85% of students will demonstrate proficiency on CAASPP ELA and 85% scoring at least a 28 on benchmark writing assessments. 80% of students will demonstrate proficiency on CAASPP Math, CAASPP Math Interim Assessments and end of the year MDTP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Implement, review and evaluate district approved intervention programs and benchmark assessments (trimester). Collect and analyze benchmark data and information from teacher-produced tests and educational technology programs to identify students from each grade level for ELA and math intervention. Progress monitoring of all students who are below proficient at weekly department meetings and monthly grade level work. Offer interventions within classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,195

Source(s)

Title I Part A: Allocation
None Specified
Additional academic support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Identify and schedule students for math and EL support classes. Intervention sessions, based on previous multiple measures and initial classroom assessments. Review and evaluate intervention programs and benchmark assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20000

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Implement professional development opportunities for effective math instruction in cooperation with UCLA Center X, supplementary programs and CCSS aligned curriculum. Teachers attend CPM training when available. Implement CPM and Imagine Learning curricular materials. Teachers participate in peer class observations and feedback on literacy strategies and math practices modeled by trained collaborating professionals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Refine proficiency-based rubrics for “power standards” in Math and ELA that will form the basis for standards-based grading. Implement rubrics by department/grade level for content standards and 21st century skills aligned with District Student Learning Outcomes. Refine standards-based report cards with nuanced information on student proficiency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Provide support and options for new teachers for ongoing training and professional development in differentiation and technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title II Part A: Improving Teacher Quality

5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Special Education students.

Strategy/Activity

Provide targeted instruction in a smaller, self contained classroom setting for identified students with special needs. Identify students by reviewing IEPs, classroom performance and multiple measures of assessments. Schedule students for given classes in a Learning Center setting based on individual student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,000

Source(s)

Special Education
1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL students and at-risk students.

Strategy/Activity

Conduct parent conferences for students who are performing below expectations in English, Math and/or other subjects, and all EL students. Review student performance data to date (grades, other assessments) - (Sept. – Oct.) Identify priority students - (Sept. – Oct.) Schedule conferences - (Oct.) Implement follow up strategies as needed - (Nov. – June). Beginning in the 2019-20 school year, an EL/Literacy Specialist position will be provided through LCFF supplemental funds to oversee and implement targeted interventions for EL and at-risk students. Continuing for 2020-21 will be the ELD intervention class for EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

55,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Math and Science Leadership Teams oversee implementation of three-year professional development plan. Implementation of CCSS, Readers and Writers Workshop, Project Lead the Way, CGI Math, CPM (and articulation with TERC), NGSS in collaboration with Momentum In Teaching and UCLA Center X.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All professional development, interventions, strategies and activities in action plan were implemented, and will continue into 2020/21. Overall metrics for student proficiency show a strong upward trend - including for the SpEd subgroup - however as overall goal was not achieved of 85% proficient for ELA and 80% for Math we maintain the same overall goal for 2020/21:

ELA proficient: 2016 - 71%. 2017 - 78%. 2018 - 78%. 2019 - 76% Math proficient: 2016 - 54%. 2017 - 65%. 2018 - 70%. 2019 - 70%.

While achievement growth has been a trend, subgroup gaps remain considerable. More intensive intervention and supports are needed.

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

N/A

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.

Continued focus on all action areas, including supports and interventions for subgroups and implementation of standards-based grades. There will be an increase in intervention and support through the EL/Literacy Specialist position.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

DISTRICT STRATEGIC PRIORITY: Inspire academic growth and civic responsibility through a rigorous, inquiry-based curriculum that is engaging and personalized.

LCAP GOAL 2: Enhance progress and ensure continuous improvement and access to English, Math, Science, Social Science, Arts and Digital Literacy for all students.

Goal 2

90% of students will report participating in authentic, personalized learning activities that deepen understanding of the content and connect the classroom to local and global communities.

Identified Need

The foundation for a personalized learning environment is to commit to school-wide practices that foster student voice and choice, multiple means of demonstrating knowledge, feedback practices focused on proficiency instead of points, and an emphasis on developing 21st Century skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 Student LCAP Survey Data	2018 Student LCAP Survey Data: I feel like my teachers know me well: 79% My teacher knows how I learn best: 75% 2019 Student LCAP Survey Data: I feel like my teachers know me well: 81% My teacher knows how I learn best: 78%	90% of students will report that their teachers know them well and that they know how best they learn.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Leverage ongoing professional development, peer observation and student feedback to understand and evaluate effectiveness of personalized learning at Hall. Reinforce practice with all teachers. Fall 2019 professional development centered on conferring model, academic conversations, shared Habits of Learning standards, peer observations, standards-based grading in all subjects. Summer/Fall 2020 all staff engaged in reading "Culturally Responsive Teaching and the Brain" as a means to support all learners with engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Increase integrated, collaborative units between subjects. Provide differentiated curriculum, project-based learning and instruction to challenge students, personalizing needs. Continue professional development with differentiation and culturally responsive teaching with district EL/Literacy specialist.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Increase student choice opportunities in classrooms. Teachers provide students with multiple pathways to demonstrate learning based on student interest.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Refine proficiency rubric to define successful Habits of Learning. Refine grading and reporting practices that report on specific student proficiencies like collaboration, communication, critical thinking, initiative, innovation, adaptability.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Implement NGSS standards and supporting curricular materials in all science classes. Explore incorporating Project Lead the Way modules into Science classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

SPARK
1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Increase partnerships with local/national community organizations/agencies to facilitate real-world connections for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

SPARK, PTA
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At-risk students.

Strategy/Activity

Conduct parent/student/teacher meetings to identify student needs and implement appropriate strategies to keep them appropriately challenged and engaged.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Successful implementation of professional development aligned with personalized learning (CGI Math, Readers/Writers Workshop)

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

N/A

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.

Refining of standards-based grading as a means to improve feedback on student learning and provide students more opportunities to reflect on their own learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

DISTRICT STRATEGIC PRIORITY: Foster healthy, inclusive, respectful, and safe learning environments. Promote the social, emotional, and intellectual growth of all community members.

LCAP GOAL 1: Improve student engagement, health, well-being and connectedness to school.

Goal 3

90% of students will report and experience a culture of inclusion through mutual respect amongst peers and connectedness with adults.

Identified Need

A healthy school climate is based on positive connections among students, staff and community. We accomplish this through shared values, expectations and an emphasis on inclusion, acceptance and restorative practices. Student survey from fall 2019 indicates that 84% of students feel connected to at least one adult on campus; we want to see that increase. Same survey indicates that 67% of the student body feels that there is mutual respect amongst students - also an area for growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 Hall Student Survey Data 2018 Student LCAP Survey Data 2019 Student LCAP Survey Data	2018 Hall Student Survey Data 75% of students feel connected to at least one adult on campus. 67% of students feel that there is mutual respect amongst students. 2018 Student LCAP Survey Data 85% of students feel they have positive relationships with most other students at school. 86% of students feel included at lunch. 2019 Hall Student Survey Data 84% of students feel connected to at least one adult on campus. 67% of students feel that there is mutual respect amongst students.	90% of students report feeling connected to an adult, respected amongst peers, positive relationships with other students and included at lunch.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019 Student LCAP Survey Data 84% of students feel they have positive relationships with most other students at school. 88% of students feel included at lunch.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Integration of wellness/mindfulness via physical education class meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,300

Source(s)

SPARK

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

100% of faculty will regularly practice mindfulness exercises with students. Mindfulness activities will be integrated into bi-weekly faculty meetings to help teachers gain awareness and strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

SPARK

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Hold multiple parent chats during the school day, and schedule evening sessions for Hall parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Communications and celebrations from school to community highlighting successes and addressing challenges. Students of the Month; Excellence In Learning assemblies; student recognitions in school communications such as Weekly Bulletin, signboard, Daily Informer, blog and Twitter feed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Continue to monitor student attendance and engagement throughout the pandemic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Other
2000-2999: Classified Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Continue creating opportunities for students to get involved in campus life. Recruit a more ethnically diverse Leadership 8 class. 8th graders can be WEB leaders to support the transition to middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We see overall positive indicators of students and parents reporting a safe, inclusive environment. However, we see opportunities to provide more students opportunities to be leaders on campus and to recognize and empower students of color to have more of a voice in class and on campus.

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

N/A

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.

Increased professional development on equity practices.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

DISTRICT STRATEGIC PRIORITY: Foster healthy, inclusive, respectful, and safe learning environments. Promote the social, emotional, and intellectual growth of all community members.

LCAP GOAL 1: Improve student engagement, health, well-being and connectedness to school.

Goal 4

*FOR 20/21 LEARNING CONTINUITY AND ATTENDANCE PLAN WILL BE IMPLEMENTED. THIS GOAL WILL BE PUT ON HOLD AND REVISITED IN 2021/22. Increase student attendance and decrease chronic absenteeism by implementing consistent practices to promote a conducive, supportive learning environment and building stronger rapport with the student body, both in class and out.

Identified Need

Nearly 10% of all Hall students are chronically absent. Students in subgroups have even higher rates of absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Chronic Absenteeism Rates Hall Student Survey	<p>2018 Attendance Rate: 95.5%</p> <p>2018 Chronic Absenteeism Rates 9.2% of all students are chronically absent. 18.2% of socioeconomically disadvantaged students are chronically absent.</p> <p>2018 Hall Student Survey 74% of students report that there is at least one adult on campus they trust and would seek out for support.</p>	<p>Overall attendance will improve to 97%.</p> <p>Chronic Absenteeism will reduce to 5% overall and subgroups.</p> <p>85% of students report that there is at least one adult on campus they trust and would seek out for support.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Increase support for teachers in creating and maintaining effective learning environments. Implement consistent student feedback protocols in every classroom to assess climate and student learning experience. Implement Instructional Framework for all teachers with shared practices in pedagogy, relationships and environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Staff will intentionally build relationships with students. More staff will greet students at the door. Begin the school year with a positive culture building assembly and series of activities throughout the first week of school. Continue increasing clubs and activities at lunch, and include ideas from students, staff and parent volunteers to help run them. Continue expanding mindfulness practices into all classes. Provide additional training for identified teachers with higher incidents of student behavioral incidents in class. Explore and implement “mentor” relationships between staff and at-risk students. Continue recruiting Counseling Interns to run student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Increase scope of counseling services to support staff and students. Continue facilitating restorative sessions between students-teachers. Continue with monthly WEB 6th grade mentorship/support activities. Continue introducing therapy dogs into different campus environments. Continue partnering with Redwood High School Peer Resource to build bridges with Hall 8th graders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Continue improving existing means of communication and intervention. Conference Week continues to be a vehicle for improved communication and rapport between teacher, student, family. Improve by including more student-led conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Continued emphasis on building positive relationships, gathering student feedback in every classroom, creating a shared means of peer observation and feedback around teaching practices, class and school-wide celebrations.

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

N/A

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.

Increased focus on attendance of subgroups.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$160,495.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$1,000.00
Title I Part A: Allocation	\$50,195.00
Title II Part A: Improving Teacher Quality	\$6,000.00

Subtotal of additional federal funds included for this school: \$57,195.00

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

State or Local Programs	Allocation (\$)
LCFF	\$18,500.00
LCFF - Base	\$2,000.00
LCFF - Supplemental	\$55,000.00
Other	\$2,000.00
SPARK	\$8,800.00
SPARK, PTA	\$5,000.00
Special Education	\$12,000.00

Subtotal of state or local funds included for this school: \$103,300.00

Total of federal, state, and/or local funds for this school: \$160,495.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Dr. Toni Brown	Principal
Nathan Beach	Classroom Teacher
Julie Alexander	Classroom Teacher
Michelle Hansen	Parent or Community Member
Natalie Medved	Parent or Community Member
Laura O'Shea	Parent or Community Member
Colby Binder	Secondary Student
Charlotte Lacy	Secondary Student
Henry Behrens	Secondary Student
Sophia Wenner	Secondary Student
Simone Davis	Other School Staff
Vincenza Costa	Other School Staff

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.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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