

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
W.D. Hall Elementary	37-67991-6037741	May 14, 2019	July 30, 2019

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.

The overall academic performance of students at WD Hall is at the orange level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers WD Hall will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum WD Hall will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

WD Hall shall commit to a team based approach to learning for our students. Teacher teams allow for staff to more effectively meet the dynamic academic, social, and emotional needs of students by creating consistency throughout their academic day. They foster the development of deep and meaningful relationships between staff, students, and families while creating consistency in expectations for students both academically and socially across classrooms. Teacher teams allow

staff to more effectively address students' basic and physiological needs ultimately moving students toward self-actualization both emotionally and academically. WD Hall's six student sub groups will have access to targeted intervention supports for their academic progress in the area of mathematics and English language arts.

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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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions

and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on January 25, 2019 was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 14, 2019 was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on March 20, 2019 was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success

through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on October 25, 2018 and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	0.17%	0.55%		1	3
African American	7.3%	8.26%	6.56%	44	49	36
Asian	1.7%	2.02%	3.28%	10	12	18
Filipino	1.0%	0.67%	0.55%	6	4	3
Hispanic/Latino	36.7%	35.75%	34.43%	223	212	189
Pacific Islander	1.0%	1.35%	1.46%	6	8	8
White	46.6%	45.70%	46.63%	283	271	256
Multiple/No Response	2.0%	1.85%	1.82%	12	11	10
Total Enrollment				607	593	549

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	102	118	105
Grade 1	89	90	100
Grade 2	92	88	90
Grade3	82	95	89
Grade 4	114	79	88
Grade 5	128	123	77
Total Enrollment	607	593	549

Conclusions based on this data:

1. The overall enrollment at W.D. Hall Elementary has decreased by 8% in the last three years.
2. We continue to see our largest enrollment in Kindergarten and the trend over the last three years is a significant dip in enrollment from Kindergarten to first grade.
3. W.D. Hall also has 25 Early Admissions Kindergarteners on our campus that make up our population, however, these students are not a part of our enrollment numbers and data.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	226	206	196	37.2%	34.7%	35.7%
Fluent English Proficient (FEP)	24	36	28	4.0%	6.1%	5.1%
Reclassified Fluent English Proficient (RFEP)	29	46	7	12.2%	20.4%	3.4%

Conclusions based on this data:

1. Overall English Learner classification has slightly decreased in the past three years.
2. Students who are Fluent English Proficient has steadily increased each year for the past three years.
3. The number of students being Reclassified as Fluent English Proficient has greatly increase by 15.3% in the last three years.

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 3	83		91	81		90	81		90	97.6		98.9
Grade 4	117		91	116		89	116		89	99.1		97.8
Grade 5	126		78	124		77	124		77	98.4		98.7
All Grades	326		260	321		256	321		256	98.5		98.5

* 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 3	2357.		2372.	6.17		8.89	8.64		21.11	28.40		20.00	56.79		50.00
Grade 4	2419.		2410.	7.76		10.11	22.41		17.98	21.55		16.85	48.28		55.06
Grade 5	2451.		2448.	8.87		6.49	20.97		20.78	20.97		27.27	49.19		45.45
All Grades	N/A	N/A	N/A	7.79		8.59	18.38		19.92	23.05		21.09	50.78		50.39

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 3	6.17		10.00	32.10		41.11	61.73		48.89	
Grade 4	12.07		12.36	52.59		39.33	35.34		48.31	
Grade 5	12.10		12.99	43.55		41.56	44.35		45.45	
All Grades	10.59		11.72	43.93		40.63	45.48		47.66	

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 3	4.94		5.56	33.33		41.11	61.73		53.33
Grade 4	10.34		10.11	37.93		39.33	51.72		50.56
Grade 5	10.48		5.19	45.16		51.95	44.35		42.86
All Grades	9.03		7.03	39.56		43.75	51.40		49.22

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 3	3.70		11.11	71.60		55.56	24.69		33.33
Grade 4	9.48		5.62	52.59		60.67	37.93		33.71
Grade 5	11.29		6.49	55.65		58.44	33.06		35.06
All Grades	8.72		7.81	58.57		58.20	32.71		33.98

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 3	4.94		11.11	43.21		44.44	51.85		44.44
Grade 4	10.34		8.99	58.62		43.82	31.03		47.19
Grade 5	16.13		12.99	38.71		41.56	45.16		45.45
All Grades	11.21		10.94	47.04		43.36	41.74		45.70

Conclusions based on this data:

1. Our students demonstrated relative strengths in writing (language use, composing full texts, and writing/revising texts) with approximately 49% of our students At or Exceeding Standard in writing. However, we show a decline in ELA scores overall and have identified a school wide need to focus on foundational reading skills and promoting literacy.
2. Our site recognizes a need for focus and professional development in increasing the rigor of instruction, especially through work that requires reading, analyzing, and comparing 2 or more texts. To address this need, we will establish an instructional coaching model that will focus on ELA and reading instructional best practices.
3. We have added and will continue to build the reach of a targeted reading intervention program to provide early response to intervention for struggling readers in upper grades. This combined with excellent, small group reading instruction provided by classroom teachers in every grade level, purposeful placement and monitoring in supplemental ELA and ELD electronic curricula will work toward building a robust, comprehensive response to intervention program at W.D. Hall Elementary. To support English Learners, we have an English Learner Support Teacher that supports students with language development and reading skills in small groups. We will also send teachers to district and off-site professional development that focuses on best practices for identifying at-risk students and designing academic interventions that support progress in all areas of reading literacy.

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 3	83		91	82		90	82		90	98.8		98.9
Grade 4	117		91	117		91	117		91	100		100
Grade 5	126		78	126		77	126		77	100		98.7
All Grades	326		260	325		258	325		258	99.7		99.2

* 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 3	2371.		2394.	3.66		8.89	9.76		17.78	30.49		38.89	56.10		34.44
Grade 4	2440.		2422.	7.69		7.69	23.93		19.78	35.90		27.47	32.48		45.05
Grade 5	2443.		2437.	6.35		5.19	10.32		9.09	23.81		27.27	59.52		58.44
All Grades	N/A	N/A	N/A	6.15		7.36	15.08		15.89	29.85		31.40	48.92		45.35

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 3	7.32		18.89	23.17		34.44	69.51		46.67
Grade 4	15.38		10.99	34.19		29.67	50.43		59.34
Grade 5	8.73		5.19	24.60		22.08	66.67		72.73
All Grades	10.77		12.02	27.69		29.07	61.54		58.91

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 3	7.32		12.22	40.24		55.56	52.44		32.22
Grade 4	12.82		9.89	43.59		37.36	43.59		52.75
Grade 5	6.35		3.90	34.13		35.06	59.52		61.04
All Grades	8.92		8.91	39.08		43.02	52.00		48.06

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 3	4.88		13.33	40.24		51.11	54.88		35.56
Grade 4	11.11		8.79	47.01		42.86	41.88		48.35
Grade 5	5.56		5.19	34.92		48.05	59.52		46.75
All Grades	7.38		9.30	40.62		47.29	52.00		43.41

Conclusions based on this data:

1. W.D. Hall students demonstrate a relative strength in Problem Solving & Modeling/Data Analysis and Communicating Reasoning with 48% of our students performing At or Exceeding Standard. We have identified areas of weakness in all Target Areas that need to be addressed with school-wide goals to increase in math interventions and identify best practices for math instruction that will ensure all students can access the core curriculum and additional 1:1 supports during the instructional day.
2. Students lost ground in Concepts and Procedures. W.D. Hall must focus on number sense, mathematical concepts and problem solving using teaching/assessment tools, such as performance tasks to support instruction and as end of unit assessments. The vehicle that supports this is cycle of inquiry in regularly scheduled collaboration so that teaching are able to calibrate scoring teachers/students in improving practice. As part of our monthly collaboration our grade level teams will work to design common assessments and analyze data to inform instruction and design Response to Intervention.
3. W.D. Hall Elementary teachers will continue to use Number Talks to focus on number sense. Teachers will have professional learning opportunities to deepen understanding of this practice. Mathematics vocabulary development must be a focus and improved upon, and the expectation that every student explain/justify their reasoning/steps must be an ongoing focus for both professional development and collaboration. This will support students in explaining and justifying the work they do in math. Teachers will plan to require students to write to demonstrate learning/understanding in each lesson. Finally, our site will add math intervention focus through before/after school tutoring and additional supports within the school day

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 K	1417.1		1429.8		1387.2		50	
Grade 1	1465.0		1475.0		1454.5		41	
Grade 2	1483.7		1491.8		1475.1		31	
Grade 3	1482.7		1489.5		1475.3		40	
Grade 4	1516.3		1520.8		1511.2		31	
Grade 5	1509.2		1501.2		1516.7		29	
All Grades							222	

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
K	30.00		32.00		24.00		*		50	
1	46.34		*		*		*		41	
2	35.48		51.61		*		*		31	
3	*		*		37.50		27.50		40	
4	*		54.84		*		*		31	
All Grades	30.18		34.23		23.42		12.16		222	

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
K	46.00		24.00		*		*		50	
1	68.29		*		*		*		41	
2	70.97		*				*		31	
3	*		52.50		*		*		40	
4	54.84		38.71		*		*		31	
5	51.72		*		*		*		29	
All Grades	51.35		31.08		9.46		8.11		222	

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
K	22.00		*		44.00		24.00		50	
1	29.27		31.71		*		29.27		41	
2	*		41.94		*		*		31	
3			*		37.50		55.00		40	
4	*		41.94		*		*		31	
All Grades	16.22		25.23		30.18		28.38		222	

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	
K	56.00		30.00		*		50		
1	70.73		*		*		41		
2	61.29		35.48		*		31		
3	*		67.50		*		40		
4	41.94		54.84		*		31		
5	*		68.97		*		29		
All Grades	46.40		43.69		9.91		222		

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	
K	42.00		44.00		*		50		
1	58.54		36.59		*		41		
2	77.42		*				31		
3	67.50		*		*		40		
4	77.42		*		*		31		
5	65.52		*		*		29		
All Grades	62.61		29.28		8.11		222		

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
K	*		72.00		*		50	
1	34.15		26.83		39.02		41	
2	*		45.16		*		31	
3	*		37.50		60.00		40	
4	*		54.84		*		31	
5	*		44.83		*		29	
All Grades	18.92		47.75		33.33		222	

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
K	30.00		36.00		34.00		50	
1	39.02		39.02		*		41	
2	*		67.74		*		31	
3	*		60.00		35.00		40	
4	*		61.29		*		31	
5	*		58.62		*		29	
All Grades	26.13		51.80		22.07		222	

Conclusions based on this data:

1. Our overall language performance levels show 34% of students tested are at a level three while level two is almost 10% lower. As a site, we will continue to work towards moving students up and what strategies we will use to promote this growth.
2. It is consistent in 4th-5th that we have a high percentage of students with Somewhat/Moderately Developed Level in the Reading Domain.
3. The Writing Domain is an area of concern as over 50% of our English Learners are in the Somewhat/Moderately Developed Level. We will be utilizing Lucy Caulkins and NatGeo to support our English Learner writers.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. W.D. Hall will continue to focus on Mathematic instruction and development as this is an area of concern.
2. W.D. Hall will continue to work on Positive Behavior Interventions and Supports as suspensions is an area of concern.
3. We will continue to incentivize coming to school each day, educating and meeting with families about absenteeism.

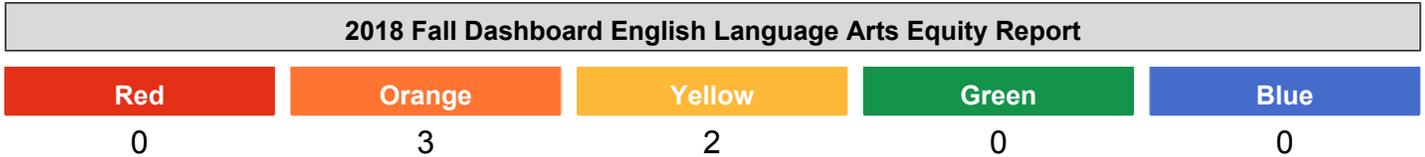
School and Student Performance Data

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 50.1 points below standard Increased 7.4 points 263 students	<p>English Learners</p>  Yellow 59.2 points below standard Increased 6.4 points 117 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 54.9 points below standard Maintained 2.5 points 205 students	<p>Students with Disabilities</p>  Orange 109.7 points below standard Increased 15.1 points 39 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 69.4 points below standard Increased 9.1 points 25 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.3 points below standard Maintained 0 points 103 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Yellow 21.9 points below standard Increased 15.4 points 109 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.5 points below standard Increased 21.8 points 85 students	24 points above standard Increased 22.1 points 32 students	42.7 points below standard Increased 8.5 points 146 students

Conclusions based on this data:

- Overall, our students have increased in English Language Arts Academic Performance.
- Our students with disabilities have increased by over 15 points in English Language Arts Academic Performance.
- Our current English Learners and Reclassified English Learners have increased by more than 20 points in English Language Arts.

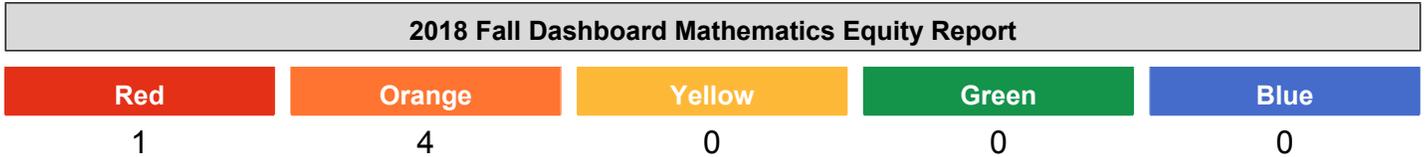
School and Student Performance Data

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 69.4 points below standard Declined -6.5 points 262 students	<p>English Learners</p>  Orange 68.9 points below standard Declined -6.7 points 116 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 68.8 points below standard Declined -5.7 points 204 students	<p>Students with Disabilities</p>  Red 130.3 points below standard Declined -11.1 points 39 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 93.5 points below standard Declined -11.9 points 25 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 84.4 points below standard Declined -15.5 points 103 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 51.3 points below standard Declined -4.1 points 108 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.4 points below standard Maintained 1.7 points 84 students	7.2 points below standard Increased 8.9 points 32 students	69.8 points below standard Declined -6.3 points 146 students

Conclusions based on this data:

1. Overall, our students have declined in Mathematics Performance.
2. Our students with disabilities have declined the most as a sub-group in Mathematics Academic Performance.
3. Our current English Learners have maintained in Mathematics Performance. However, our Reclassified English Learners have increased by almost 9 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
222	30.2%	34.2%	23.4%	12.2%

Conclusions based on this data:

1. Level three shows the highest percentage of English Learners.
2. Although level one is our lowest percentage of English Learners, we need to ensure that our newcomers continue to progress in the upcoming years.
3. Over 37% of W.D. Hall's overall population are English Language Learners.

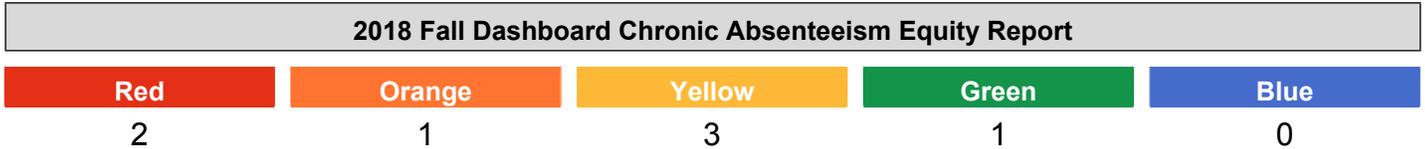
School and Student Performance Data

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 10.7% chronically absent Declined 1.7% 675 students	<p>English Learners</p>  Red 11.5% chronically absent Increased 3.3% 235 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Socioeconomically Disadvantaged</p>  Yellow 11.4% chronically absent Declined 0.8% 533 students	<p>Students with Disabilities</p>  Yellow 19.4% chronically absent Declined 2% 98 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 25% chronically absent Maintained 0% 64 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0% chronically absent Declined 36.4% 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14% chronically absent Increased 0.5% 235 students	 Yellow 10.5% chronically absent Declined 1.4% 38 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 Green 5.8% chronically absent Declined 2.9% 308 students

Conclusions based on this data:

1. Overall, our chronically absent student data has decreased.
2. Our English Learners is our high sub-group to increase in chronic absenteeism.
3. Our greatest decline of chronic absenteeism is in our Asian sub-group with 0% chronically absent, over 36% decline.

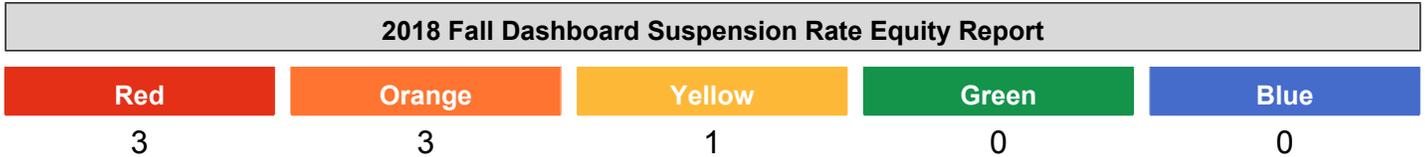
School and Student Performance Data

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.9% suspended at least once Increased 1.5% 698 students	<p>English Learners</p>  Yellow 1.2% suspended at least once Maintained 0.2% 242 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 6 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 8 students	<p>Socioeconomically Disadvantaged</p>  Orange 3.3% suspended at least once Increased 1.8% 550 students	<p>Students with Disabilities</p>  Red 12.9% suspended at least once Increased 7.1% 101 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 9.2% suspended at least once Increased 7.5% 65 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 18 students	 No Performance Color Less than 11 Students - Data 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.7% suspended at least once Increased 0.9% 241 students	 Red 9.5% suspended at least once Increased 4.8% 42 students	 No Performance Color Less than 11 Students - Data 8 students	 Orange 1.9% suspended at least once Increased 0.4% 318 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.6% suspended at least once	1.4% suspended at least once	2.9% suspended at least once

Conclusions based on this data:

1. There has been a slight increase in most student sub-groups.
2. W.D. Hall's English Learner and Asian sub-groups have maintained.
3. W.D. Hall's largest increase was in the Students with Disabilities sub-group.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

W.D. Hall Elementary Students have access to high-quality teachers and an increasingly broad range of technology and educational programs as they prepare for college and career success. All teachers at W.D. Hall Elementary are highly qualified. Further, all students have access to a broad range of educational programs and materials, as well as, 1:1 digital technology to enhance learning across subject areas by both personalizing the learning for all students.

Identified Need

Based on the data, our students are performing below standard in the orange performance group in both English language arts and mathematics. This deficit requires the school site to invest in continued professional development and educational programs to help improve student performance. In order to better met the needs of our students Reading intervention will be provided for all students in grades K-5 who are significantly below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten assessment/s used: Smarty Ants	Percent at grade level (95): 40% Eng. Learners at grade level (21): 28%	Percentage proficient goal: 45% Eng. Learners at grade level: 33%
First grade assessment/s used: Smarty Ants	Percent at grade level (95): 35% Eng. Learners at grade level (33): 30%	Percent at grade level (95): 40% Eng. Learners at grade level (21): 35%
Second grade assessment/s used: KidBiz	Sub-group / (# students) / % at grade level/Lexile All students (92): 34% /170 - 545 Eng. Learners (37): 30% / 170 - 545	Sub-group / (# students) / % at grade level/Lexile All students (95): 39%/170 - 545 Eng. Learners (33): 35% / 170 - 545

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (91): 37% / 415 - 760</p> <p>Eng. Learners (28): 11% / 415 - 760</p>	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (92): 42% / 415 - 760</p> <p>Eng. Learners (37): 16% / 415 - 760</p>
4th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (91): 23% / 635 - 950</p> <p>Eng. Learners (34): 6% / 635 - 950</p>	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (91): 23% / 635 - 950</p> <p>Eng. Learners (28): 11% / 635 - 950</p>
5th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (77): 23% / 770 - 1080</p> <p>Eng. Learners (22): 5% / 770 - 1080</p>	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (91): 23% / 770 - 1080</p> <p>Eng. Learners (34): 10% / 770 - 1080</p>
3rd Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (87): 54%/43%/2%</p> <p>Eng. Learners (26): 69%/30%/0%</p> <p>SWD (13): 61%/38%/0%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students:(92): 45% / 48% / 7%</p> <p>Eng. Learners:(37): 60% / 35% / 5%</p>
4th Grade Assessment: IAB Number & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (87): 54%/34%/11%</p> <p>Eng. Learners (35): 65%/31%/2%</p> <p>SWD (12): 83%/16%/0%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students: (91): 45% / 39% / 16%</p> <p>Eng. Learners (28): 57% / 36% / 7%</p> <p>SWD (13): 52%%/43%/5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5th Grade Assessment: IAB Number & Operations, Base Ten MATHEMATICS	% Below/Near/Above Standard All students (70): 55%/37%/7% Eng. Learners (25): 68%/32%/0% SWD (8): 87%/0%/12%	% Below/Near/Above Standard Goal All students (87): 46% / 42% / 12% Eng. Learners (35): 58% / 37% / 5% SWD (12): 74%/21%/5%
Reclassification Rate (County 14.9%)	Percent Reclassified: 20.4%	Reclassified Goal: 22%

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

Academic Conferencing for teachers to collaborate with the principal and/or Title I Coach support in grade level teams, departmentalized teams, or in vertical teams during release days throughout the year. They will plan Common Core Instruction in the areas of language arts and math. Teachers and principal will attend professional development on the implementation of common core math, ELA/ELD, and NGSS. Training will be provided around small group instruction to enhance Imagine Learning, Achieve 3000, Smarty Ants, A2i, and ST Math results. Additional training will be provided regarding the implementation of Blended/Personalized Learning, effective use of technology in the classroom, the Cognitively Guided Instruction (CGI) approach to teaching math, World of Work, Sanford Harmony, Presentation Literacy, and Code.org instruction.

Monday staff meetings where principal and teachers will collaborate and professional development will be provided.

Travel and Conference fees to support professional development opportunities involving all of the aforementioned professional development goals.

Teachers will be provided site-based professional development training: Training and planning in implementation of Next Generation Science Standards, Cognitively Guided Instruction Math, Computer Science, Designated/Integrated ELD, Mathematics, World of Work, Presentation Literacy, Sanford Harmony and Site Focus on Reading and ELD best instructional practices to meet the needs of our diverse student population.

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)
6,000	Title I PD 5000-5999: Services And Other Operating Expenditures Travel and Conferences fees
8,000	Title I PD 1000-1999: Certificated Personnel Salaries Additionally hourly for observations and grade level/department professional learning
5,671	Title I PD 1000-1999: Certificated Personnel Salaries Additionally hourly for teachers

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

Enrichment programs will be provided to students in grades TK-5 in the areas of social emotional expression and art.

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)
13,190	Supplemental Concentration Funding 5800: Professional/Consulting Services And Operating Expenditures Contract Services - Arts for Learning San Diego for grades TK - 3

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

W.D. Hall is a Blended/Personalized learning school. Every student has a Chromebook in grades K-5 and students in grades 3-5 take devices home in an effort to extend student learning. Adaptive software is required to maximize and individualize student learning.

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)

440

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures Software

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

Students will use a vast variety of technology to assist in learning. Continuation of 1:1 Chrome book implementation and 3rd - 5th grade take home program. Replacement of supplies and materials

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 I
4000-4999: Books And Supplies
Supplies, Materials & Equip: Headphones, Chargers and Chrome Books

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

Print Shop Orders to support supplemental instruction.

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)

2,500

Source(s)

Supplemental Concentration Funding
5700-5799: Transfers Of Direct Costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

W.D. Hall Elementary promotes a positive school climate through close collaboration between teachers, students, and parents. Students will engage in character education activities aimed at eliminating incidents of bullying and increasing self-awareness through our W.D. Hall Positive Behavior Support Program and a focus on health and wellness for all school stakeholders.

Identified Need

WD Hall needs to decrease the chronic absenteeism rate since it is at 10.7%. The EL and African American subgroups are both in the red performance level. A school-wide behavioral strategy and a solid PBIS plan with multi-tiered systems of support needs to be implemented.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 95.35%	2019 - 2020 Goal: 96%
SI&A Report: Chronic Absenteeism Rate, State 9%	2017-2018: 8.71%	2019 - 2020: All students: 8%
CA Dashboard 2016-2017 N/A	2017-2018: All students: Declined -1.7% Overall 10.7% Orange	
	English Learners: Red Low Income: Yellow SWD: Yellow Hispanic: Orange White: Green Two or More Races: Yellow African American: Red	
Dashboard: Suspension Rate 2016-2017: All students: 1.4% Yellow	2017-2018: All students: Increased 1.5% Overall 2.9% Orange	2019 - 2020: All students: Decrease 4%
English Learners: Orange Low Income: Green	English Learners: Yellow Low Income: Orange	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWD: Yellow Hispanic: Green White: Yellow African American: Green	SWD: Red Hispanic: Orange White: Orange Two or More Races: Red African American: Red	
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.21 Hope 4.21 Entrepreneurial 3.30 Career/Financial Literacy 3.41	Student Gallup Results Engagement 4.3 Hope 4.3 Entrepreneurial 3.5 Career/Financial Literacy 3.611
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.28	Staff Gallup Results: Q00 3.45

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

Supplies and materials that focus on Health and Wellness

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)

600

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies, Materials

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

All staff support and monitor all students that struggle academically, behaviorally, and socially. Staff will support students daily building their confidence with praise. The school counselor will support students through small group instruction and supportive feedback in and out of the classroom utilizing Sanford Harmony and Positive Behavior Intervention and Supports.

A full-time site based counselor will provide individual and small group support, guidance lessons in classrooms throughout the year, and professional development. The focus will be to support our underserved student population. The counselor will collaborate with school staff to implement a school-wide Positive Behavior Supports system (PBS), trauma-informed care, teach coping skills, and employ strategies for success in academic and social/emotional domains. School counselor monitors counseling groups by providing targeted supports in small group and whole class lessons.

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)

54,954

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
.5 Counselor Salary & Benefits

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

In order to provide students with proper first aide and inform parents of any injuries, as well as, follow up on immunization requirements and medications, WD Hall has employed a 6 hour Health Assistant Monday-Friday.

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)

31,698

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Health Assistant Salary & Benefits

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

W.D. Hall Elementary students will demonstrate progress and proficiency over time to mastering standards, skills, knowledge, and develop personal attributes to be competitive in a global society, as measured by annual baseline performance and progress reporting.

Identified Need

Teachers collect student academic data using the following assessment tools: Achieve 3000, Imagine Learning, GO! Math, ST Math, CAASPP, and ELPAC data. In order to move at least 5% of our students from the not meeting band, we need to provide interventions and supports around literacy, reading development, guided language acquisition and development, writing, and mathematical reasoning. Specifically, we need to focus on our EL, providing guided language acquisition and design strategies and 30 minutes of designated ELD daily in order to increase their performance in English language arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten assessment/s used: Smarty Ants	Percent at grade level (95): 40% Eng. Learners at grade level (21): 28%	Percentage proficient goal: 45% Eng. Learners at grade level: 33%
First grade assessment/s used: Smarty Ants	Percent at grade level (95): 35% Eng. Learners at grade level (33): 30%	Percent at grade level (95): 40% Eng. Learners at grade level (21): 35%
Second grade assessment/s used: KidBiz	Sub-group / (# students) / % at grade level/Lexile All students (92): 34% /170 - 545 Eng. Learners (37): 30% / 170 - 545	Sub-group / (# students) / % at grade level/Lexile All students (95): 39%/170 - 545 Eng. Learners (33): 35% / 170 - 545

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (91): 37% / 415 - 760</p> <p>Eng. Learners (28): 11% / 415 - 760</p>	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (92): 42% / 415 - 760</p> <p>Eng. Learners (37): 16% / 415 - 760</p>
4th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (91): 23% / 635 - 950</p> <p>Eng. Learners (34): 6% / 635 - 950</p>	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (91): 23% / 635 - 950</p> <p>Eng. Learners (28): 11% / 635 - 950</p>
5th Grade Assessment: KidBiz ENGLISH LANGUAGE ARTS (ELA)	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (77): 23% / 770 - 1080</p> <p>Eng. Learners (22): 5% / 770 - 1080</p>	<p>Sub-group / (# students) / % at grade level/Lexile</p> <p>All students (91): 23% / 770 - 1080</p> <p>Eng. Learners (34): 10% / 770 - 1080</p>
3rd Grade Assessment: IAB MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (87): 54%/43%/2%</p> <p>Hispanic (22): 72%/27%/0%</p> <p>Asian (2): N/A</p> <p>African American (6): 33%/66%/0%</p> <p>White (45): 46%/48%/4%</p> <p>Two or More Races (3): 33%/66%/0%</p> <p>Eng. Learners (26): 69%/30%/0%</p> <p>SWD (13): 61%/38%/0%</p> <p>Low Income (53): 54%/41%/3%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students:(92): 45% / 48% / 7%</p> <p>Eng. Learners:(37): 60% / 35% / 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4th Grade Assessment: IAB MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (87): 54%/34%/11%</p> <p>Hispanic (35): 60%/31%/8% Asian (4): 50%/25%/25% African American (8): 50%/37%/12% White (32): 46%/37%/15% Two or More Races (3): 66%/33%/0%</p> <p>Eng. Learners (35): 65%/31%/2% SWD (12): 83%/16%/0% Low Income (75): 54%/33%/12%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students: (91): 45% / 39% / 16%</p> <p>Eng. Learners (28): 57% / 36% / 7%</p>
5th Grade Assessment: IAB MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (70): 55%/37%/7%</p> <p>Hispanic (29): 62%/34%/3% Asian (1): N/A African American (4): 75%/25%/0% White (28): 42%/46%/10% Two or More Races (5): 60%/40%/0%</p> <p>Eng. Learners (25): 68%/32%/0% SWD (8): 87%/0%/12% Low Income (54): 57%/37%/5%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students (87): 46% / 42% / 12%</p> <p>Eng. Learners (35): 58% / 37% / 5%</p>
Reclassification Rate (County 14.9%)	Percent Reclassified: 20.4%	Reclassified Goal: 22%

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

Targeted English Language Arts and Math Intervention provided through before/after school tutoring.

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 I
1000-1999: Certificated Personnel Salaries
Certificated (Additional Hourly)

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% Site Facilitator: Provides ELD support to Newcomers, facilitates training on best practices for ELLs, Counsels families on the importance of attendance, assists principal in design, prep, and facilitation of site professional development designed to increase student academic performance, implements PBIS to support student behavior needs. Secondary Site Lead for MTSS program and district initiative.
25/75 split

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)

24,577

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
.25 Site Facilitator Salary & Benefits

73,801

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
.75 Site Facilitator Salary & Benefits

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

After school enrichment opportunities for underserved students to participate in arts, presentation literacy, and engineering/robotics, etc. to increase depth of knowledge of CCSS and apply the standards to real world experiences.

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)

1,760

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Certificated additional hourly

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision-making for parents and other stakeholders.

Goal 4

W.D. Hall Elementary will engage all stakeholders in building and sustaining strong educational, character building, and community involvement initiatives.

Identified Need

Based on our data, we see a continued need to increase parents and families connectedness to school. We see a need to work with our chronically absent families as part of our Home Visits Program. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support that include Positive Behavior and Intervention Support are important goals in ensuring that all students are happy, healthy and on the path to gainful employment. Parents report they need more opportunities to understand what their child is learning at school so that they can assist them at home. Parent involvement is also understanding school-wide structures will increase creating more active engagement in their student's overall academic achievement at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University Courses	2	3
Home Visits	Number of visits: 3	Number of visits: 5
School Site Council Meetings	Number of parents at meetings: 3	Number of parents at meetings: 5
English Learner Advisory Meetings	Number of parents at meetings: 15	Number of parents at meetings: 18

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 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0	
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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

A part-time English/Arabic speaking community liaison will oversee and lead community building classes (Parent University and Positive Parenting) to support parents. These classes will be offered multiple times per year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,775	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Community Liaison - certificated salary and benefits
3,322	Title I 2000-2999: Classified Personnel Salaries Community Liaison - certificated salary and benefits

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

Teachers will facilitate a student led and directed broadcast that focuses on climate and culture, character education, and student engagement in school activities and initiatives such as World of Work, PBIS, and Presentation Literacy.

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)

1,186	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly August 2019 - December 2019
1,056	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly January 2020 - June 2020

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$143,437
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$237,530.00

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	\$120,991.00
Title I Parent Involvement	\$2,775.00
Title I PD	\$19,671.00

Subtotal of additional federal funds included for this school: \$143,437.00

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 (\$)
	\$0.00
Supplemental Concentration Funding	\$94,093.00

Subtotal of state or local funds included for this school: \$94,093.00

Total of federal, state, and/or local funds for this school: \$237,530.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	\$94,093	0.00
Title I Parent Involvement	\$2,775	0.00
Title I	\$120,991	0.00
Title I PD	\$19,671	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Supplemental Concentration Funding	94,093.00
Title I	120,991.00
Title I Parent Involvement	2,775.00
Title I PD	19,671.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	175,005.00
2000-2999: Classified Personnel Salaries	37,795.00
4000-4999: Books And Supplies	2,600.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5700-5799: Transfers Of Direct Costs	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	13,630.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	77,803.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	600.00
5700-5799: Transfers Of Direct Costs	Supplemental Concentration Funding	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Concentration Funding	13,190.00
1000-1999: Certificated Personnel Salaries	Title I	83,531.00
2000-2999: Classified Personnel Salaries	Title I	35,020.00
4000-4999: Books And Supplies	Title I	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	440.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	2,775.00
1000-1999: Certificated Personnel Salaries	Title I PD	13,671.00
5000-5999: Services And Other Operating Expenditures	Title I PD	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,801.00
Goal 2	87,252.00
Goal 3	104,138.00
Goal 4	8,339.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Stibaly Johnson	Principal
Diana Watling	Other School Staff
Grant Stencil	Classroom Teacher
Emeri Keffer	Classroom Teacher
Elizabeth Guth	Parent or Community Member
Sabrina Nguyen	Parent or Community Member
Justin Schuldies	Parent or Community Member
Maria Medina	Parent or Community Member
Lindsey Dixon	Parent or Community Member
Laura Albright	Classroom Teacher

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.