

# 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	June 12, 2023	July 26, 2022

## 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  
Additional Targeted Support and Improvement  
Hispanic, Students with Disabilities, African American, Asian, Two or More Races

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 low 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 W.D. 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 W.D.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.

W.D. 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. W.D. Hall's 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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# 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).

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.

Annual Gallup Student Survey (5th-8th Grade Students)

Annual Gallup Parent Survey

Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys.

May 2023 Parent Gallup Survey- 2021 Baselines

Fully Engaged 32%

Treated with Respect (School Environment) - 4.32 Mean Score

Leadership Creates a Trusting Environment - 4.00 Mean Score

Fall 2022 Student Gallup Survey- 2021 Baselines

Engagement 53%

Hope 36%

I feel safe - 3.93 Mean Score

I have a great future ahead of me - 4.27 Mean Score

The adults at my school care about me - 4.44 Mean Score

May 2021 Staff Gallup Survey- 2020 Baselines

Engaged 35%

Q3- Opportunity to do my best 4.17 Mean Score

Q7- Opinions Count 3.8 Mean Score

Q8- Mission/Purpose 3.8 Mean Score

Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.

Based on this data, identified needs are creating family and school partnerships and opportunities for parent engagement.

## Classroom Observations

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

The Observational Protocol for Teachers of English Learners (OPTTEL) is an observational protocol that is designed to meet the requirements of AB 1808 and will be implemented during the 2023-2024 school year.

Deep Evaluation Tool: Development Effective Educator Practice is used by principal/assistant principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May 15th

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

Based on this data, our successes were consistently meeting the social and emotional needs of our students.

Based on this data, identified needs are analyzing data and personalizing instruction to meet the varied needs of our learners. More small group instruction is needed in ELA, specifically in the area of comprehending informational text.

## **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)

Local assessments include: iReady Math and English Language Proficiency

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

\* See the analysis of assessments data in the CAASPP and California Dashboard developing trend statements in the upcoming pages.

\* See the analysis of assessment data in the iReady Tables in the upcoming pages.

For the 20-21 school year, we identified a need for an assessment that produced site wide data for K-2 students in ELA and Math. For the 19-20 school year we implemented ESGI, but found that the data is more meaningful at the individual student level. For the 22-23 and 2023-2024 school year, we will be using iReady to assess all students (K-8) to have more actionable data site wide and to support progress monitoring of all students as well as student groups.

22-23 Local assessments include: iReady Diagnostic Assessment for ELA/Math, ESGI, CAASPP Interim Assessments

Due to school closures, end of year assessment did not occur leaving us with a gap in crucial data needed to begin to plan for the 20-21 school year. We found a need for a common diagnostic assessment to identify learning loss, and to support teachers in modifying instruction in order to improve student achievement in specific areas of need. We will be using this diagnostic data (three times a year) to evaluate student growth as well as program effectiveness.

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

\* See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

Based on this data, identified needs are: 25% of students are still in Tier 3 (At Risk) which means they are two or more grade levels below in ELA. 23% of students are still in Tier 1 (At Risk) which means they are two or more grade levels below in Math. ELPAC scores, reclassification rates, and LTEL rates will be evaluated once the results are released.

Based on this data, our successes were: Students who are in Tier 3 (At Risk) for Reading dropped from 59% (2019-2020) to 25% (2020-2021), 30% (2021-2022) to 25% (2022-2023). Students who are in Tier 2 (One Grade Level Below) for Reading dropped from 35% to 30%. Students who are in Tier 3 (At/Above Grade Level) for Reading stayed consistent from 40% to 40%.

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

For the 23-24 school year, district priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use CAASPP Interim Assessments to monitor student progress. For the 23-24 school year, teachers will be able to utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. (No Identified need)

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. All teachers have access to instructional material training throughout initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher portal, and academies.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development.

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has been become increasingly outdated.



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

Professional learning opportunities include: Digital badging, Academies, Staff Meeting, release time, Additional Time

Professional learning areas include: English Learner Development, Family and Community Engagement, Social and Emotional Learning, World of Work, GLAD, iReady, Science, Content Standard Alignment, District Initiatives, Special Education, New Materials Adoptions, Assessment

Based on our district wide Professional Learning Survey, staff identified the following needs:

A greater need to understand current instructional resources

How to effectively apply these resources in an online or blended environment.

Additional time to plan when initiating new instructional models

Based on teacher feedback, additional digital professional learning modules have been built around effective technology tools and the iReady program. These self based modules are always available so staff can access professional learning whenever needed. After this year, we are planning specific training in working with LTEL's and how to teach the comprehension of informational text.

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

District Level Coach and District Level Facilitators will provide ongoing instructional support in the areas of World of Work, Personal Finance, Presentation Literacy, Social Emotional Learning, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, and Computer Science.

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

Based on professional learning data, staff asked for planning time and professional learning around online and blended environment instructional practices. Our leadership team will support this need by providing resources for teacher to explore during their planning time and during staff meetings.

## Teaching and Learning

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

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

For the 2023-2024 school year, district priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

English Language Arts, Mathematics, Social Studies and English Language Development is aligned with State Standards. The CVUSD School District is currently working on creating an Open Resource Science curriculum aligned to the State Standards.

Additionally, students receive intervention support in the following approved intervention programs: iReady

For the 2023-2024 school year, we are continuing a supplemental intervention curriculum, iReady Phonics for Reading, that specifically teaches phonics skills to students at risk. We are also using Imagine Learning as a supplemental program for our English Learners.

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

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

With multiple learning options for 2023-2024 school year, all schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

We will continue with our instructional minutes for the 2023-2024 school year.

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

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Although the district has identified priority standards by trimester, teachers have the flexibility to teach these standards in any order using board adopted and supplemental curriculum.

For the 2023-2024 school year, we will build our collaborative data analysis meetings based on the priority standards each trimester. Therefore, priority standards will be recommended to be taught in order and according to the timeline.

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements. We will continue to use these materials with fidelity and analyze the data from these curriculum embedded assessments.

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

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD	McGraw Hill, Study Sync
Mathematics	Houghton Mifflin "Go Math"
Science	Holt, California Science
Social Studies	Teacher's Curriculum Institute "History Alive"

In order to meet the need for NGSS Science aligned curriculum. "Amplify Science" is the process of being board adopted as core curriculum middle school science.

For the 2023-2024 school year, we will be continuing a supplemental iReady Phonics for Reading curriculum designed to increase understanding of phonics.

## Opportunity and Equal Educational Access

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

Current adoptions for English Language Arts and Mathematics provide instructional supports for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

iReady ELA  
iReady Math  
2 School Counselors  
Community Liaison  
Special Education Classroom Assistants

For the 2023-2024 school year, we will be adding an additional reading intervention teacher for underperforming students.

### Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance  
Teacher Collaboration focused on Data Analysis and Instructional Planning  
Number Talks & Problem Solving  
Mathematical Reasoning  
Guided Language Acquisition and Design Strategies (GLAD)  
Cognitively Guided Instruction for Mathematics (CGI)  
Small-group Instruction  
Improvement Science (Plan, Do, Study, Act Cycles)  
Needs Assessments

Students who are in Tier 3 (At Risk) for Reading decreased from 30% to 25%.  
Students who are in Tier 2 (One Grade Level Below) for Reading dropped from 30% to 28%.  
Students who are in Tier 1 (At/Above Grade Level) for Reading increased from 40% to 47%.

25% of students are still in Tier 3 (At Risk) which means they are two or more grade levels below. ELPAC scores, reclassification rates, and LTEL rates will be evaluated once the results are released.

We will continue with these strategies since there has been improvement. We will hire an additional intervention teacher to run intervention groups including support for English learners and long term English learners.

We will continue having an intervention teacher to work with students who are not making expected growth.

We will continue frequent collaborations in 2023-2024 for each teacher to collaborate and plan using their data. We will continue with an additional counselor to support our students social emotional needs and to decrease chronic attendance challenges.

## Parental Engagement

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

2 School Counselors  
Community/Parent Liaison  
Parent University and Workshops  
Student Study Teams Process (SST)  
School Needs Assessment  
School Parent Walk-throughs and Program Evaluation  
Title 1 Meeting for Data Analysis and LCAP Goals

Due to COVID19, the district implemented the parent communication platform, Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

Our current rate for Chronic Absenteeism is 40.7%, which is higher than the state average of 30.5%. Of the 88 total students suspended as of 28/88, were English learners.

The number of reported Hands On incidents increased from 93 (2021-2022) to 225 (2022-2023). All students had access to the school counselors through self referral form, public website, teacher referral, etc...All students received 7 whole-class counseling lessons this school year. The PBIS committee met 4 times to plan school wide Positive Behavior Supports throughout the year including recognition tickets, and character awards. Most students had access to small group counseling support. Individual Counseling through IEP/ERMHS was done on campus. 45 Student Success Team (SST) meetings were held during the 2022-2023 school year.

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)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SSC).

Our Community Liaison attended and translated a variety of stakeholder meetings held throughout the year.

Our Community Liaison ran 5 site specific parent workshops

For the 2022-2023 school year, our Community Liaison will calendar a robust list of offerings for parents and make sure Spanish and Arabic translation is available.

Our Assistant Principal and Intervention Staff will work alongside the Community Liaison to prepare workshops to engage parents.

## Funding

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

Categorical funds are used to provide the following intervention services for under-performing students:

School Counselors  
Community/Parent Liaison  
Professional Development  
Support Teachers

We will continue with this strategy since there has been improvement. However, the intervention teacher will also run intervention groups for English learners and long term English learners. We will hire a second intervention teacher to work with students who are not making expected growth. The new intervention teacher will work alongside our current intervention teacher to analyze data and plan for targeted interventions.

## Fiscal support (EPC)

Title I, II, III, IV  
Supplemental Concentration Funds

We will continue with an intervention teacher to work with students who are not making expected growth. The additional intervention teacher will work alongside our current intervention teacher to analyze data and plan for targeted interventions.

## **Educational Partner 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 June 7, 2023 was the culminating 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 June 12, 2023 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. Our 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 keep “strategies/activities” that show student growth

B. We refine “strategies/activities” that shows minimal growth, but progress

C. We eliminate an “strategies/activities” 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. Leadership Team: This committee meets monthly and advises the principal on school events, professional development, school vision, mission and branding.

## Resource Inequities

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

We found resource inequities in our student access to intervention. We are also still seeing very high chronic absenteeism rates. We will continue to address this by hiring an additional intervention teacher and continuing the support of a second counselor and health aide.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.38%	0%	3	2	0
African American	6.5%	4.79%	6.3%	34	25	34
Asian	5.2%	5.17%	5.56%	27	27	30
Filipino	0.2%	0.19%	0.19%	1	1	1
Hispanic/Latino	36.8%	37.55%	36.3%	193	196	196
Pacific Islander	1.3%	0.77%	0.93%	7	4	5
White	42.9%	44.83%	44.81%	225	234	242
Multiple/No Response	5.2%	5.36%	5.37%	27	28	29
<b>Total Enrollment</b>				524	522	540

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	84	95	79
Grade 1	73	80	93
Grade 2	89	75	84
Grade3	95	92	87
Grade 4	88	93	93
Grade 5	95	87	104
<b>Total Enrollment</b>	524	522	540

### Conclusions based on this data:

1. We had an increase of 9 African American students, over the last year. This presents a need to ensure curriculum and delivery of instruction is culturally responsive and meets the needs of individual students.
2. The data shows an increase in enrollment between kindergarten and grade 1. This presents a need for goals to continue our family and community engagement opportunities in kindergarten in order to retain these students. We must create a sense of connectedness that has a positive impact on student learning and achievement.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	168	176	169	32.10%	33.7%	31.3%
Fluent English Proficient (FEP)	38	35	34	7.30%	6.7%	6.3%
Reclassified Fluent English Proficient (RFEP)	12	0	5	7.1%	0%	3.05%

### Conclusions based on this data:

1. Over the last 3 years, our % of EL's has stayed pretty constant between 33.7 and 31.3%.
2. The number of students who have qualified as fluent English proficient increased from 0% to 3.05%. The number of students who have reclassified as fluent English proficient declined from 6.7%. to 6.3%. We will continue to focus on English Learner growth by our intervention teachers supporting teachers in deepening practice with instructing English learners within all content areas.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	93		0	91		0	91		0.0	97.8	
Grade 4	90	103		0	103		0	103		0.0	100.0	
Grade 5	97	95		0	95		0	95		0.0	100.0	
All Grades	287	291		0	289		0	289		0.0	99.3	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2358.			7.69			9.89			28.57			53.85	
Grade 4		2402.			9.71			8.74			26.21			55.34	
Grade 5		2443.			11.58			22.11			13.68			52.63	
All Grades	N/A	N/A	N/A		9.69			13.49			22.84			53.98	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		5.49			56.04			38.46				
Grade 4		8.74			56.31			34.95				
Grade 5		11.58			54.74			33.68				
All Grades		8.65			55.71			35.64				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.20			41.76			56.04	
Grade 4		7.77			46.60			45.63	
Grade 5		11.58			47.37			41.05	
All Grades		7.27			45.33			47.40	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.59			67.03			26.37	
Grade 4		8.74			63.11			28.16	
Grade 5		5.26			72.63			22.11	
All Grades		6.92			67.47			25.61	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.30			62.64			34.07	
Grade 4		6.80			66.99			26.21	
Grade 5		6.32			54.74			38.95	
All Grades		5.54			61.59			32.87	

**Conclusions based on this data:**

1. 23.18% of students met/exceeded the standard in ELA in 2021-2022, compared to 28.1% in 2019-2020, a 4.92% decrease from 2019-2020. 53.98% did not meet the standard, which is a 3.59% increase from the prior year.
2. Reading and Writing continue to be the areas of greatest need, with 52.6% of W.D. Hall students at/near or above standard in Writing and 64.36% in Reading.
3. Listening and Research/Inquiry are the strongest areas in ELA with 74.39% of W.D. Hall students at/near or above standard in Listening and 67.13% in Research/Inquiry.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	93		0	90		0	90		0.0	96.8	
Grade 4	90	103		0	102		0	102		0.0	99.0	
Grade 5	97	95		0	95		0	95		0.0	100.0	
All Grades	287	291		0	287		0	287		0.0	98.6	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2371.			4.44			17.78			22.22			55.56	
Grade 4		2406.			7.84			10.78			25.49			55.88	
Grade 5		2421.			5.26			9.47			21.05			64.21	
All Grades	N/A	N/A	N/A		5.92			12.54			23.00			58.54	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.89			32.22			58.89	
Grade 4		9.80			32.35			57.84	
Grade 5		4.21			37.89			57.89	
All Grades		7.67			34.15			58.19	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.78			50.00			42.22	
Grade 4		5.88			45.10			49.02	
Grade 5		3.16			41.05			55.79	
All Grades		5.57			45.30			49.13	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.78			53.33			38.89	
Grade 4		5.88			49.02			45.10	
Grade 5		4.21			49.47			46.32	
All Grades		5.92			50.52			43.55	

**Conclusions based on this data:**

1. 18.46% of W.D. Hall students met/exceeded standard in Math. 58.54% did not meet standard.
2. W.D. Hall students were lowest in the area of Concepts & Procedures with 34.15% of students at/near or above standard. W.D. Hall's students were most successful in Communicating Reasoning with 50.52% at/near or above standard. In Problem Solving & Modeling/Data Analysis, 45.3% scored at/near or above standard.
3. Further analysis is done on an ongoing basis by grade level teams/teachers to identify and address specific concepts and skills in which students need more explicit instruction and/or practice.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1402.0	1442.7		1411.0	1435.2		1381.1	1460.2		30	38	
<b>1</b>	1413.6	1447.8		1433.2	1457.4		1393.4	1437.8		20	29	
<b>2</b>	1460.0	1427.0		1459.7	1445.3		1459.9	1408.1		21	26	
<b>3</b>	1469.9	1461.8		1468.5	1463.0		1470.7	1460.0		35	26	
<b>4</b>	1488.4	1498.9		1483.7	1508.3		1492.6	1488.8		41	36	
<b>5</b>	1489.6	1497.3		1486.0	1492.9		1492.6	1501.3		29	38	
<b>All Grades</b>										176	193	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	3.33	23.68		33.33	36.84		46.67	31.58		16.67	7.89		30	38	
<b>1</b>	0.00	10.34		10.00	41.38		35.00	34.48		55.00	13.79		20	29	
<b>2</b>	0.00	0.00		38.10	26.92		47.62	34.62		14.29	38.46		21	26	
<b>3</b>	2.94	0.00		17.65	34.62		55.88	46.15		23.53	19.23		34	26	
<b>4</b>	7.32	13.89		29.27	36.11		41.46	38.89		21.95	11.11		41	36	
<b>5</b>	0.00	15.79		27.59	26.32		48.28	31.58		24.14	26.32		29	38	
<b>All Grades</b>	2.86	11.92		26.29	33.68		46.29	35.75		24.57	18.65		175	193	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	13.16		36.67	44.74		40.00	31.58		16.67	10.53		30	38	
<b>1</b>	0.00	41.38		35.00	24.14		45.00	27.59		20.00	6.90		20	29	
<b>2</b>	9.52	3.85		38.10	42.31		42.86	38.46		9.52	15.38		21	26	
<b>3</b>	5.88	15.38		52.94	42.31		26.47	23.08		14.71	19.23		34	26	
<b>4</b>	14.63	30.56		51.22	55.56		24.39	11.11		9.76	2.78		41	36	
<b>5</b>	13.79	23.68		55.17	50.00		13.79	10.53		17.24	15.79		29	38	
<b>All Grades</b>	9.14	21.76		46.29	44.04		30.29	22.80		14.29	11.40		175	193	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.00	21.05		23.33	42.11		36.67	26.32		30.00	10.53		30	38	
<b>1</b>	0.00	6.90		0.00	41.38		35.00	24.14		65.00	27.59		20	29	
<b>2</b>	0.00	0.00		42.86	15.38		19.05	26.92		38.10	57.69		21	26	
<b>3</b>	0.00	7.69		8.82	7.69		52.94	46.15		38.24	38.46		34	26	
<b>4</b>	4.88	0.00		19.51	19.44		34.15	41.67		41.46	38.89		41	36	
<b>5</b>	0.00	10.53		6.90	10.53		44.83	36.84		48.28	42.11		29	38	
<b>All Grades</b>	2.86	8.29		16.57	23.32		38.29	33.68		42.29	34.72		175	193	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	15.79		76.67	73.68		16.67	10.53		30	38	
<b>1</b>	25.00	48.28		55.00	44.83		20.00	6.90		20	29	
<b>2</b>	14.29	7.69		76.19	76.92		9.52	15.38		21	26	
<b>3</b>	17.65	30.77		67.65	42.31		14.71	26.92		34	26	
<b>4</b>	21.95	63.89		60.98	33.33		17.07	2.78		41	36	
<b>5</b>	10.34	13.16		82.76	63.16		6.90	23.68		29	38	
<b>All Grades</b>	16.00	30.05		69.71	55.96		14.29	13.99		175	193	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	13.16		73.33	78.95		20.00	7.89		30	38	
<b>1</b>	0.00	31.03		75.00	58.62		25.00	10.34		20	29	
<b>2</b>	4.76	11.54		85.71	65.38		9.52	23.08		21	26	
<b>3</b>	5.88	26.92		85.29	50.00		8.82	23.08		34	26	
<b>4</b>	31.71	19.44		58.54	72.22		9.76	8.33		41	36	
<b>5</b>	37.93	60.53		37.93	26.32		24.14	13.16		29	38	
<b>All Grades</b>	16.57	27.98		68.00	58.55		15.43	13.47		175	193	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	21.05		73.33	71.05		20.00	7.89		30	38	
<b>1</b>	0.00	31.03		30.00	37.93		70.00	31.03		20	29	
<b>2</b>	9.52	3.85		57.14	38.46		33.33	57.69		21	26	
<b>3</b>	2.94	0.00		38.24	42.31		58.82	57.69		34	26	
<b>4</b>	7.32	2.78		46.34	50.00		46.34	47.22		41	36	
<b>5</b>	3.45	15.79		48.28	34.21		48.28	50.00		29	38	
<b>All Grades</b>	5.14	12.95		49.14	46.63		45.71	40.41		175	193	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	30.00	55.26		33.33	34.21		36.67	10.53		30	38	
<b>1</b>	0.00	3.45		35.00	72.41		65.00	24.14		20	29	
<b>2</b>	4.76	0.00		57.14	57.69		38.10	42.31		21	26	
<b>3</b>	0.00	7.69		73.53	69.23		26.47	23.08		34	26	
<b>4</b>	7.32	8.33		60.98	58.33		31.71	33.33		41	36	
<b>5</b>	3.45	13.16		68.97	60.53		27.59	26.32		29	38	
<b>All Grades</b>	8.00	16.58		56.57	57.51		35.43	25.91		175	193	

**Conclusions based on this data:**

1. Approximately 34% of W.D. Hall Elementary School's students are EL's or RFEP. W.D. Hall Elementary School is committed to providing students with a structured English immersion program providing a classroom setting for English learners in which all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English.
2. Approximately 11.4% of the English learners at W.D. Hall Elementary School are performing at Level 1 in the overall language category. These students have been identified as at risk and funding will be allocated to provide additional language development assistance for these students in an effort to ensure that they acquire full proficiency in English as rapidly and effectively as possible.
3. To ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students, W.D. Hall Elementary School will create consistency in instruction for English learners by prioritizing English language arts and English language development teams. W.D. Hall Elementary School will ensure that English learners are receiving instruction in the area of English language arts and English language development from the same instructor. This will provide consistency in instruction and strengthen teacher student relationships.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
522	69.7	33.7	1.0
Total Number of Students enrolled in W.D. Hall Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	176	33.7
Foster Youth	5	1.0
Homeless	13	2.5
Socioeconomically Disadvantaged	364	69.7
Students with Disabilities	95	18.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	4.8
American Indian	2	0.4
Asian	27	5.2
Filipino	1	0.2
Hispanic	196	37.5
Two or More Races	28	5.4
Pacific Islander	4	0.8
White	234	44.8

**Conclusions based on this data:**

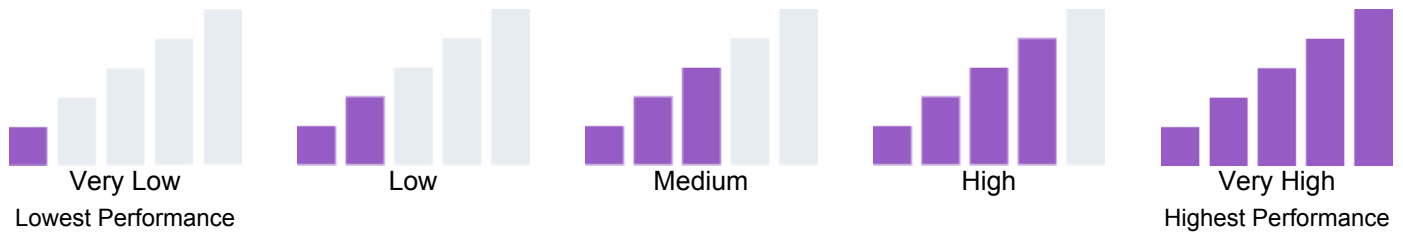
1. The Socioeconomically Disadvantaged student population is 69.7%. With the number of families identified within the criteria, W.D. Hall provides both a Breakfast and Lunch program for our students.
2. Students with disabilities are 18.2% of the total enrollment and continue to be a student group that has identified need with academic performance and suspension based on the CA Dashboard.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b> <p>Low</p>	<b>Chronic Absenteeism</b> <p>Very High</p>	<b>Suspension Rate</b> <p>Medium</p>
<b>Mathematics</b> <p>Low</p>		
<b>English Learner Progress</b> <p>Medium</p>		

#### Conclusions based on this data:

1. With ELA in low on the CA Dashboard, it is abundantly clear that we have systematic work to do. One factor is ensuring all students' fundamental needs are met, so they can learn and thrive. We have hired a second full time intervention teacher to support this effort.
2. Chronic absenteeism is in the very high level, according to the CA Dashboard. We will keep students engaged in school and support their individual needs to keep them at school. Teachers will continue to develop integrated units

of study that increase engagement, support individual and personalized intervention plans in a Multi-Tiered-System of Support. Teachers will have the support of their principal, assistant principal, two counselors, and two intervention teachers as they analyze data, design and adjust interventions and deliver effective instruction.

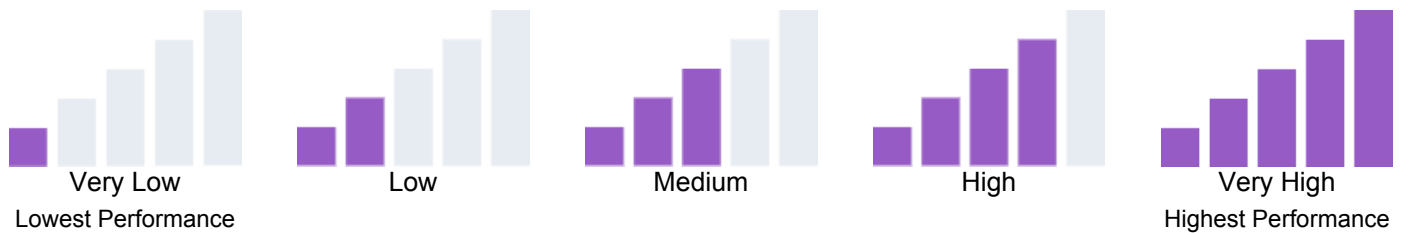
3. Suspension data shows that suspensions are at the medium level. Our PBIS team is committed to continue honing interventions and revising the SST process so that all needs are met and learning thrives. Suspensions do not solve the problems that are underlying, we remain committed to intervening before suspension is necessary. Our action goals will reflect supports for the counselors, principal, assistant principal, and teachers to reward and encourage students.

# School and Student Performance Data

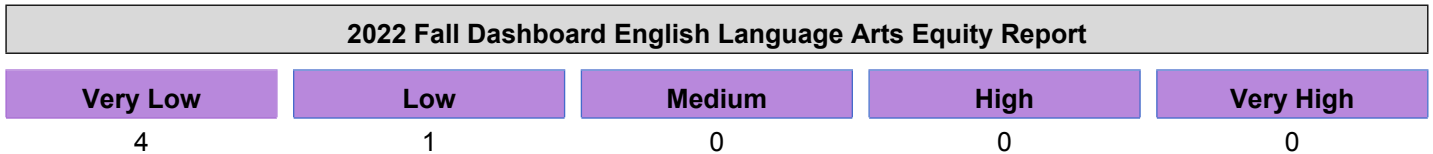
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

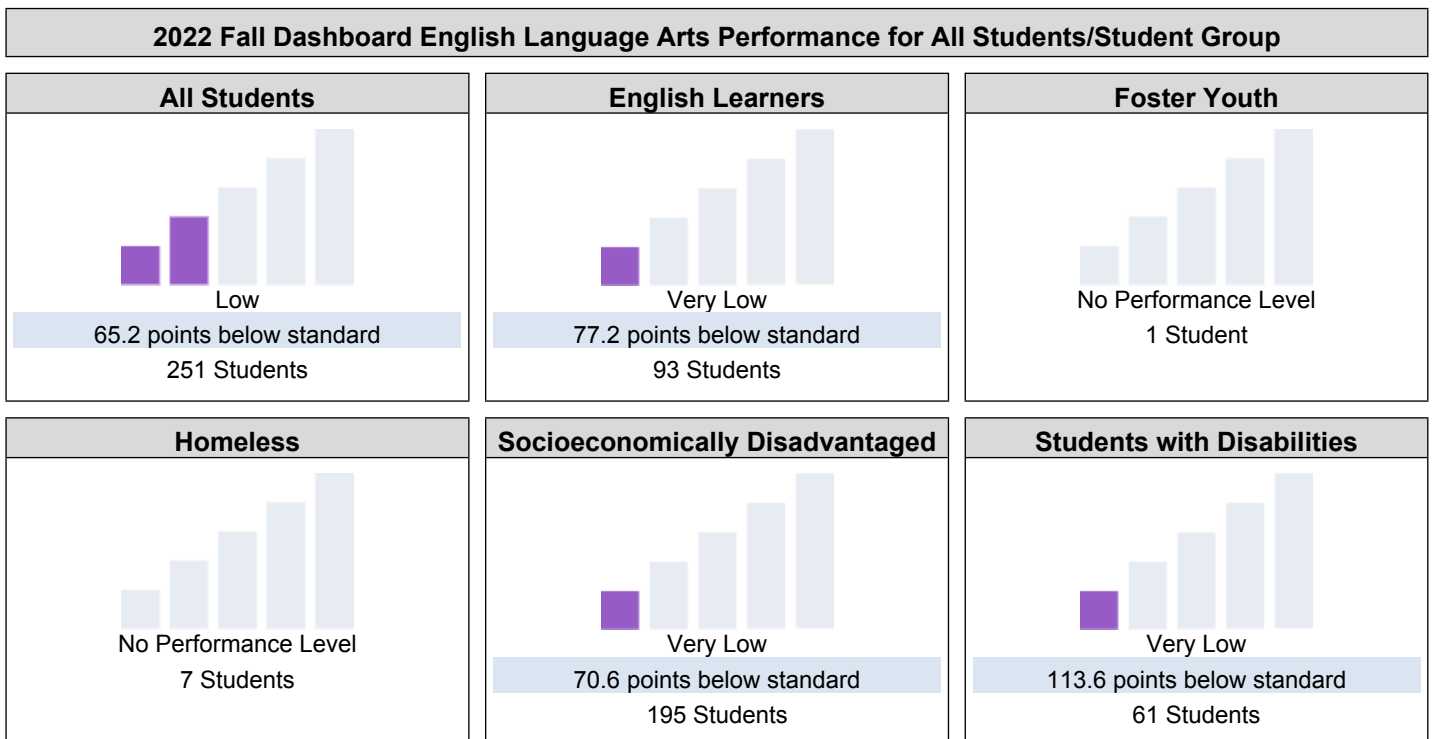
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



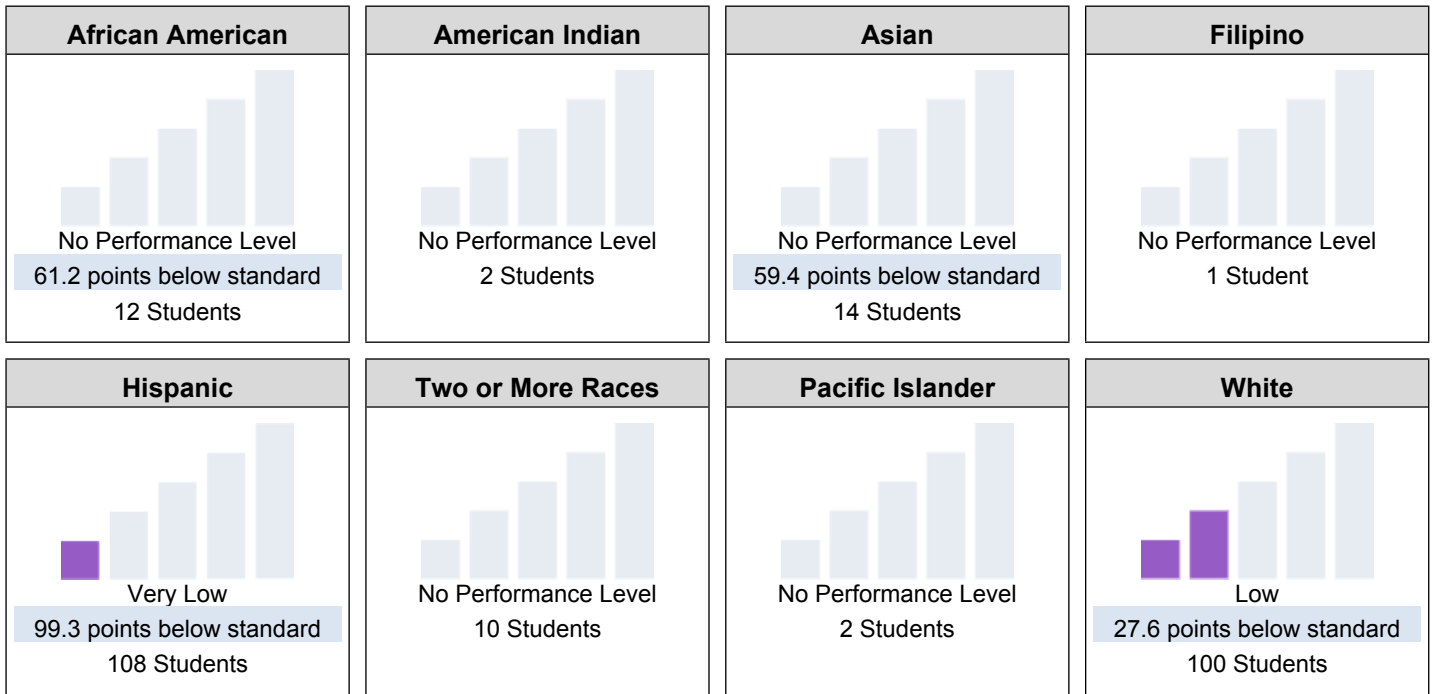
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
107.5 points below standard	57.9 points above standard	56.1 points below standard
76 Students	17 Students	147 Students

**Conclusions based on this data:**

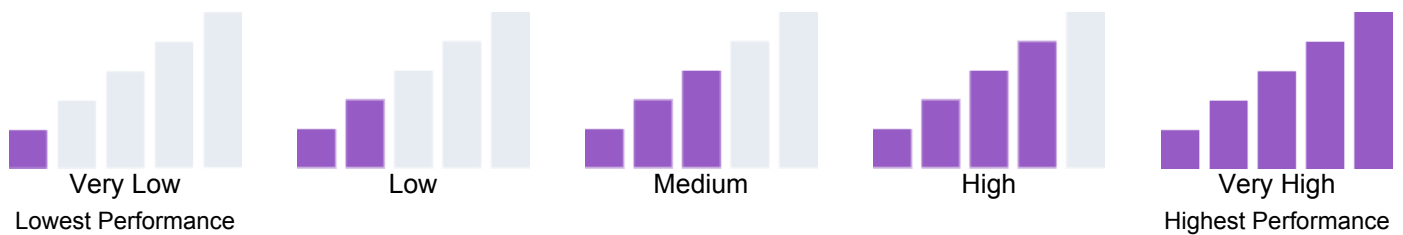
1. W.D Hall Elementary falls within the low range for English Language Arts according to the CA Dashboard. W.D. Hall Elementary School will participate in professional learning to focus on improving student learning outcomes in English Language Arts.
2. Current English Learners were at 107.5 points below standard, whereas our Reclassified English Learners were at 57.9 points above standard. Plans should include professional development in planning and implementing researched based approaches to teaching English Learners and accountability for implementation.
3. English learners, students with disabilities and socioeconomically disadvantaged students fell within the very low category. Both need strategic, intentionally differentiated and rigorous instruction. These two subgroups declined more than other subgroups.

# School and Student Performance Data

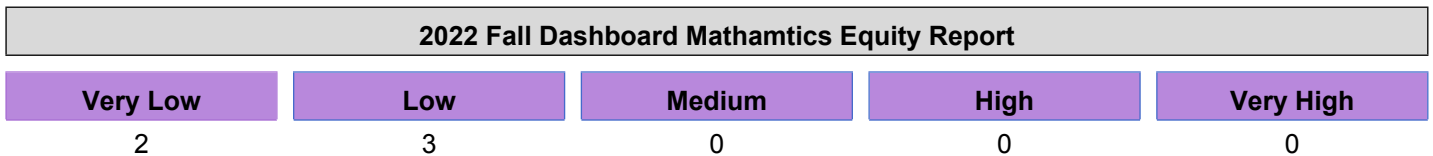
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

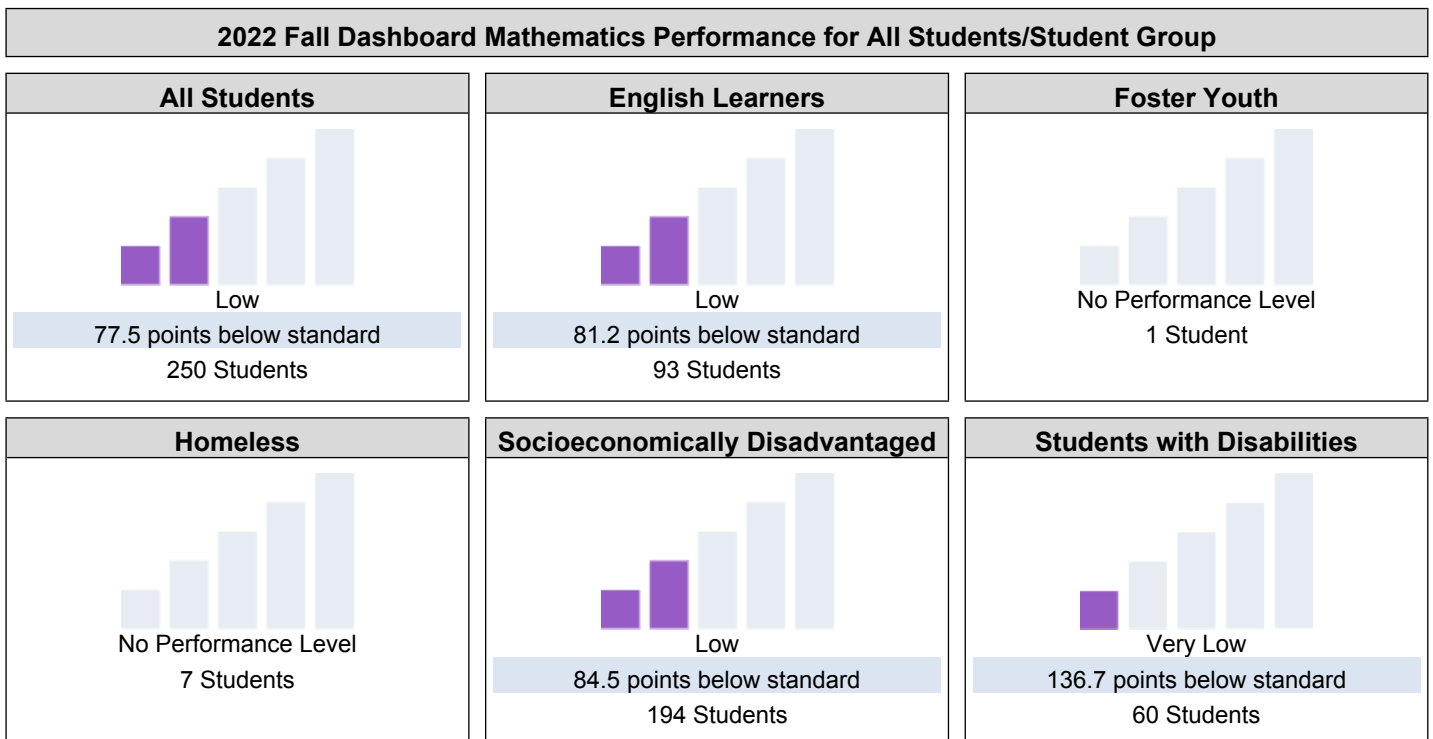
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



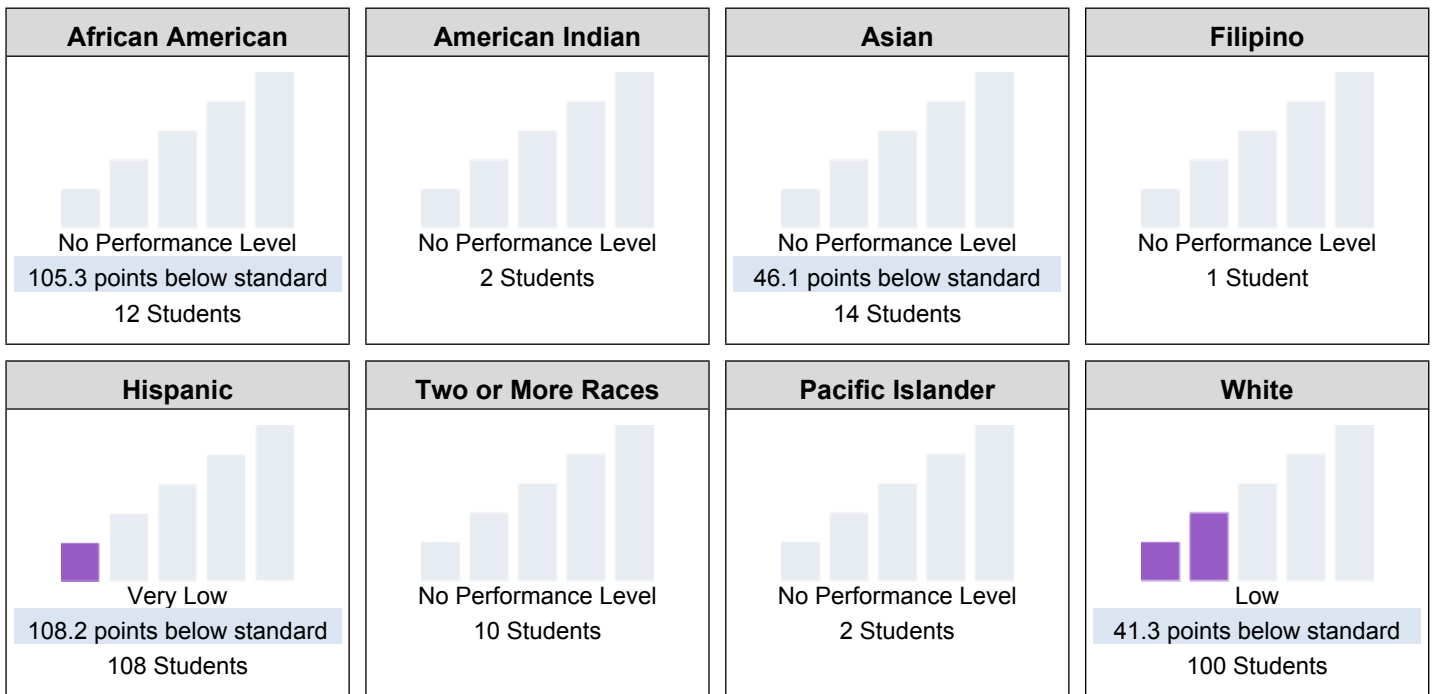
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">99.1 points below standard</p> <p>76 Students</p>	<p style="background-color: #e6f2ff;">1.0 points below standard</p> <p>17 Students</p>	<p style="background-color: #e6f2ff;">74.4 points below standard</p> <p>146 Students</p>

### Conclusions based on this data:

1. W.D. Hall Elementary falls within the low range for Math according to the CA Dashboard. W.D. Hall Elementary School will participate in professional learning to focus on improving student learning outcomes in Math.
2. Students with disabilities and Hispanic students fell in the very low category for mathematics. We need to expand on cognitively guided instruction for mathematics and add more teachers who are able to provide intervention for at risk students.
3. English learners, students with disabilities and socioeconomically disadvantaged students fell within the very low category. Both need strategic, intentionally differentiated and rigorous instruction. These two subgroups declined more than other subgroups.



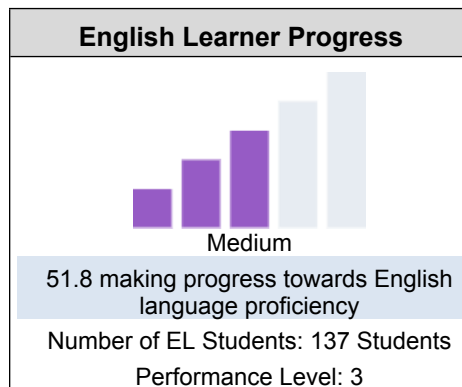
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
10.9%	37.2%	0.7%	51.1%

#### Conclusions based on this data:

1. With 193 EL students we need to teach intentional language development lessons and have daily dedicated ELD time.
2. 37.2% have maintained at ELPI Level 1, 2L, 2H, 3L, or 3H with many students needing additional support in writing and reading. We will continue to intentionally plan for language development within our integrated units and designated ELD time and rotations. Frequent data collection on student progress using their reading lexile will assist us in designing personalized language development plans for students.
3. 51.1% of the English Learner students at W.D. Hall Elementary have progressed a minimum of one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

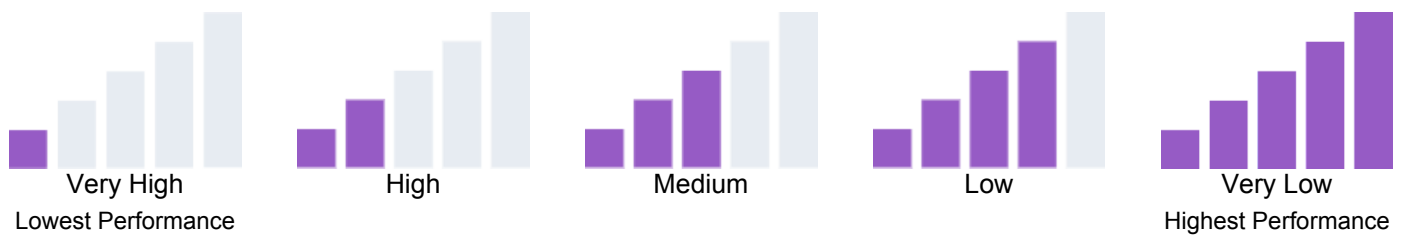
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# School and Student Performance Data

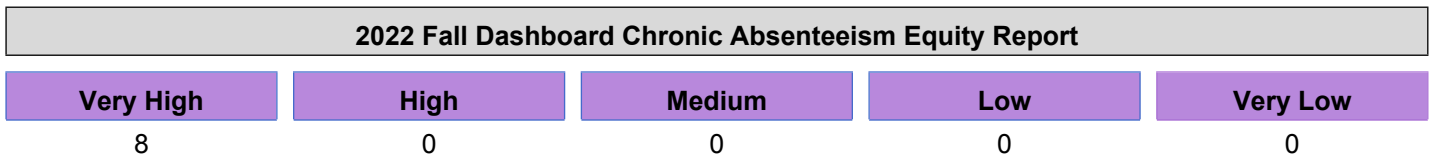
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

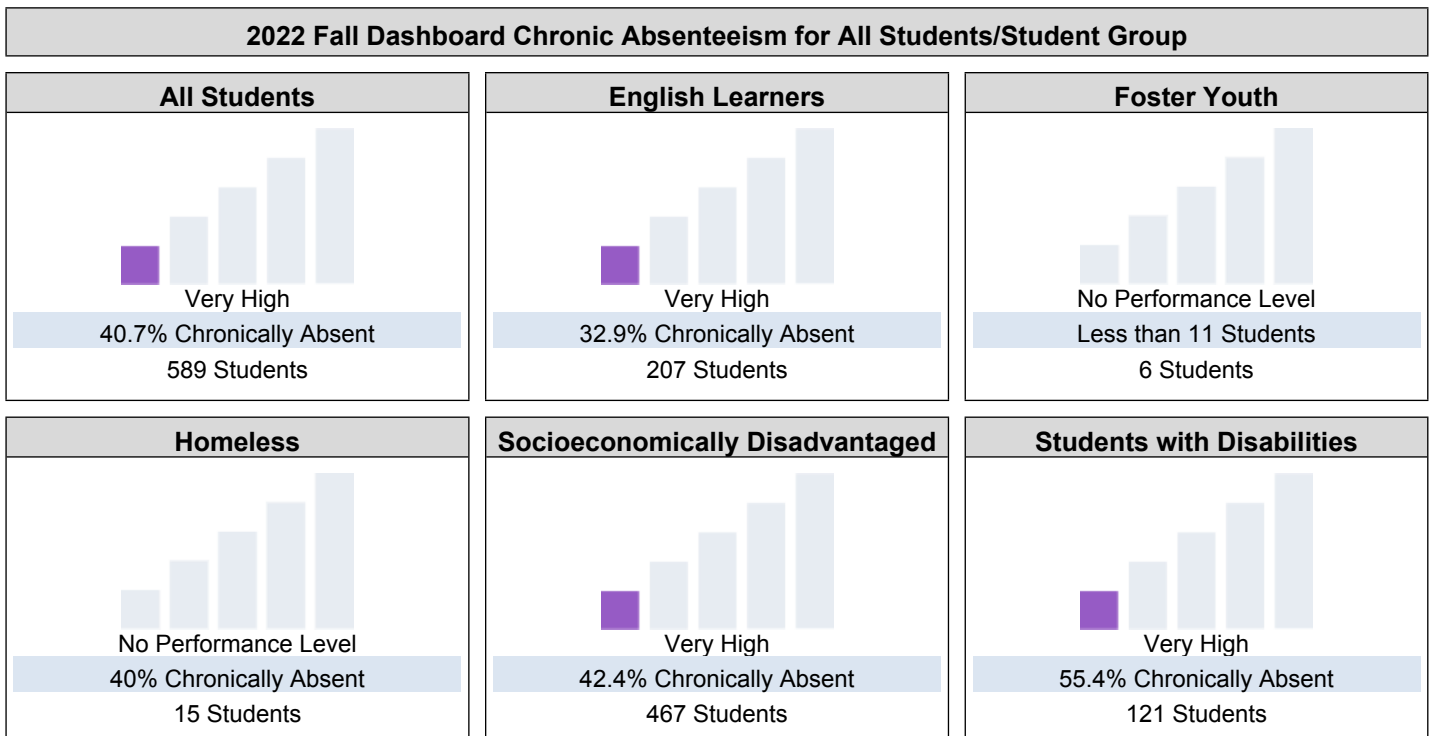
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



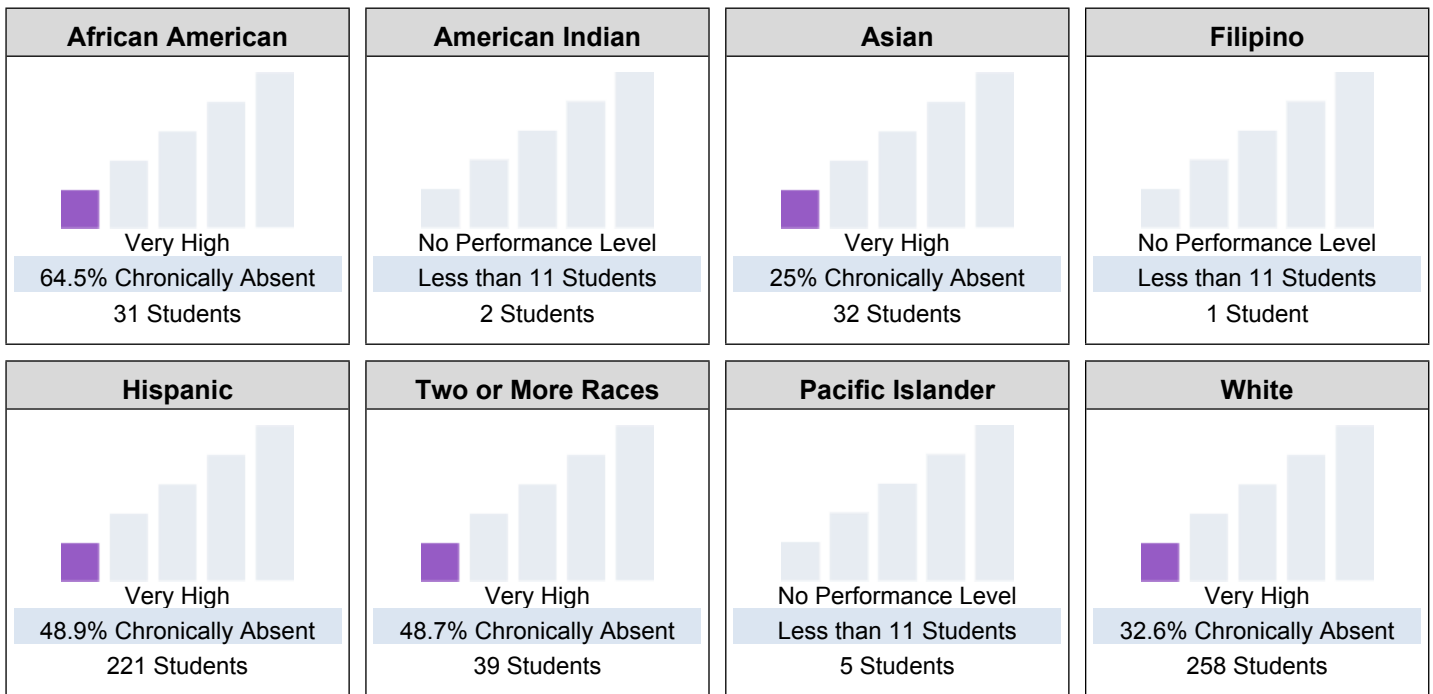
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Students with disabilities, socioeconomically disadvantaged students, and English learners are very high in the area of chronic absences. This is higher than any other subgroups.
2. African American students, Asian students, Hispanic students, White students, and students who are two or more races are very high in the area of chronic absenteeism. This is higher than any other subgroups.

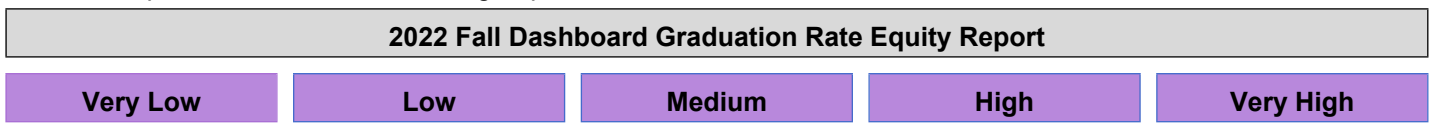
# School and Student Performance Data

## Academic Engagement Graduation Rate

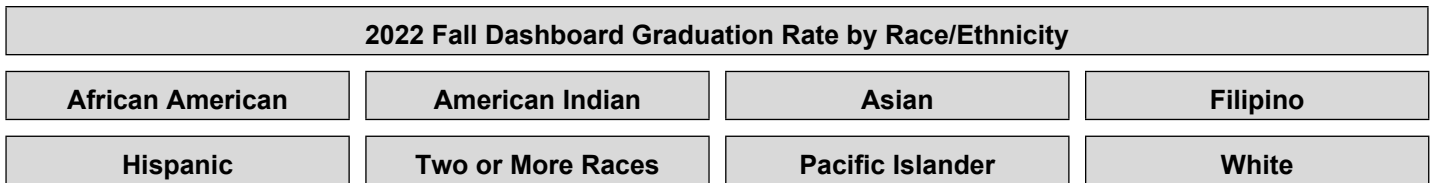
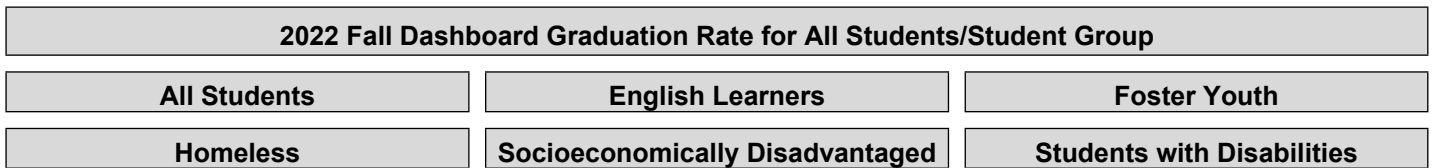
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

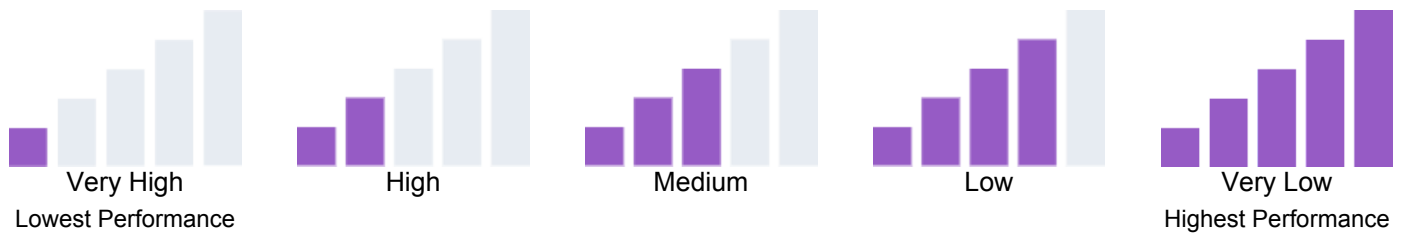
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# School and Student Performance Data

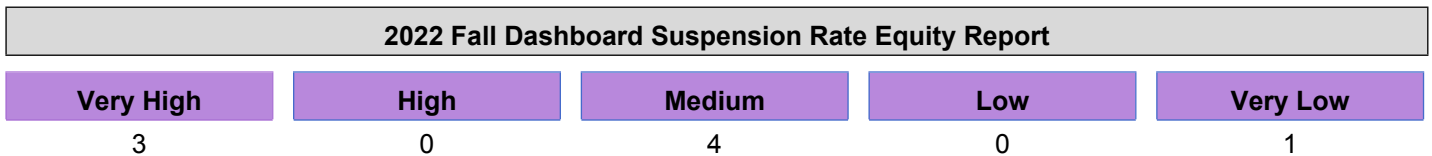
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

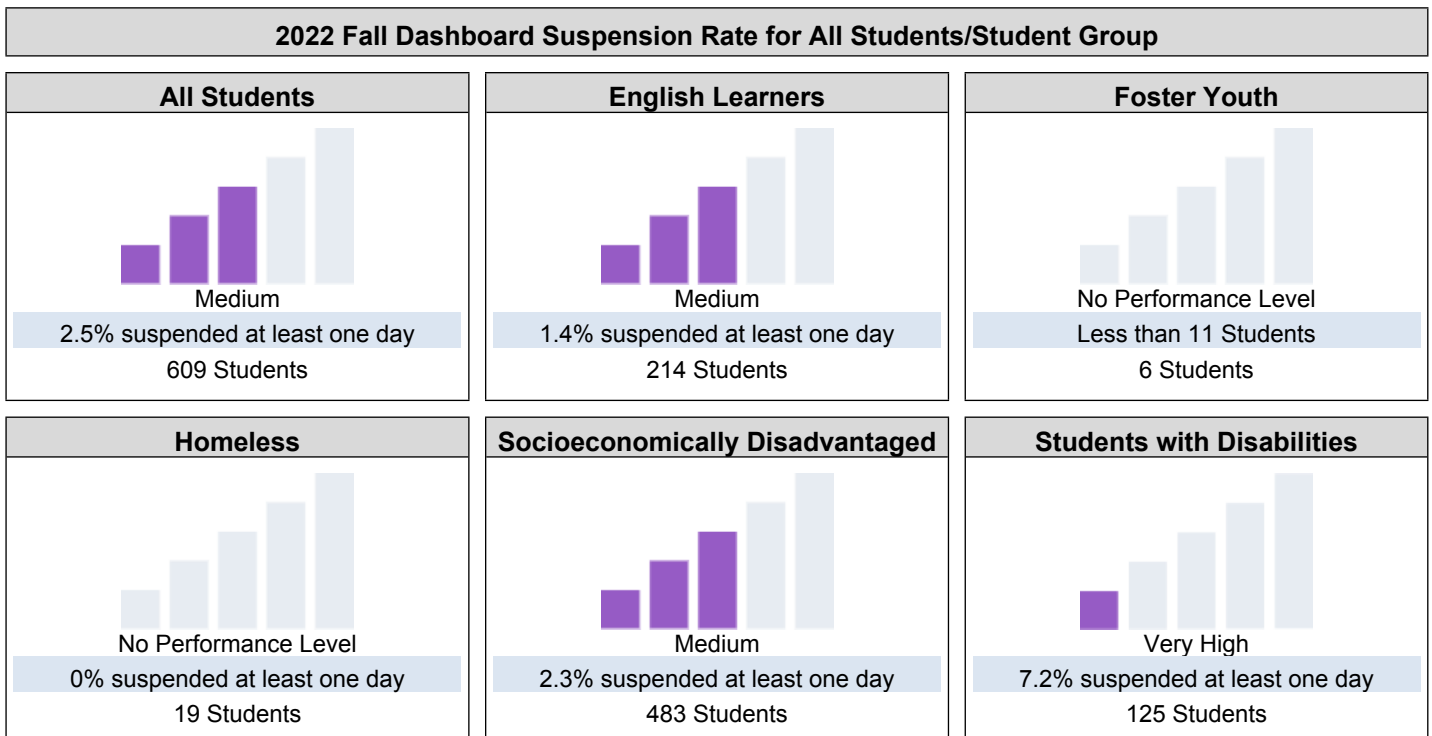
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



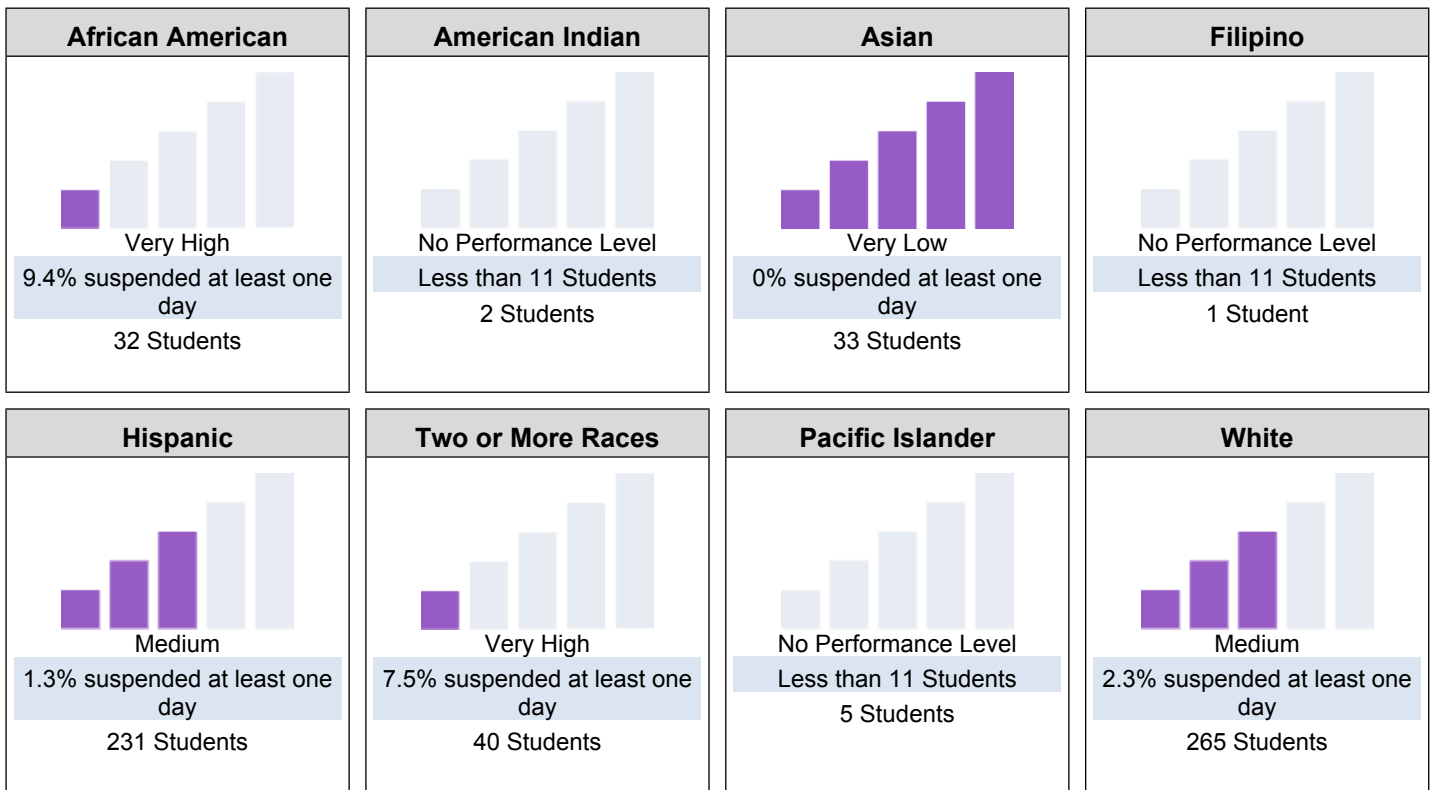
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. The highest number of suspensions are among African American students at 9.4%. We need to continue to revise and adjust our MTSS approach to behavior.
2. 2.5% of all students have been suspended at least once. We need to continue systematically planning for our social emotional learning as a means to support all students.
3. 7.2% of students with disabilities were suspended at least once. We need to continue systematically planning for our social emotional learning as a means to support all students.

# School and Student Performance Data

## 22-23 iReady Reading Diagnostic Assessment

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)  
 Diagnostic #2 (Winter 2022)  
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	30	39	34
Tier 3 % of students (Two or More Grade Levels Below)	29	40	32

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)  
 Diagnostic #2 (Winter 2022)  
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	33	33	34
Tier 3 % of students (Two or More Grade Levels Below)	41	56	46

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)  
 Diagnostic #2 (Winter 2022)  
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	33	39	34
Tier 3 % of students (Two or More Grade Levels Below)	31	42	34

### 22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)  
 Diagnostic #2 (Winter 2022)  
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	24	27	25



Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	54	64	57

**22-23 Reading Diagnostic Assessments**

**Diagnostic #1 (Fall 2022)**

**Diagnostic #2 (Winter 2022)**

**21-22 Diagnostic #3 (Spring 2022)**

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	26	46	28
	Tier 3 % of students (Two or More Grade Levels Below)	29	25	20
Black or African American	Tier 2 % of students (One Grade Level Below)	18	40	40
	Tier 3 % of students (Two or More Grade Levels Below)	44	43	27
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	30	43	35
	Tier 3 % of students (Two or More Grade Levels Below)	21	34	28

**Conclusions based on this data:**

1. Our student group with the highest amount of students in Tier 3 was Black or African American. Based on this data, an identified need is additional teacher training on targeted interventions for this group. We will be adding an additional intervention teacher for the 2023-2024 school year.

# School and Student Performance Data

## 22-23 iReady Reading Diagnostic Growth Reports

### 22-23 Reading Diagnostic Assessments

**Diagnostic #2 (Winter 2021)**  
**21-22 Diagnostic #3 (Spring 2021)**

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	51	60
English Learner % of Students On Track to Meet Typical Growth Goal	47	62
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	48	60
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	44	52

### 22-23 Reading Diagnostic Assessments

**Diagnostic #2 (Winter 2022)**  
**21-22 Diagnostic #3 (Spring 2022)**

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	50	75
Black or African American % of Students On Track to Meet Typical Growth Goal	53	57
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	56	60

#### Conclusions based on this data:

1. Our student group with the highest performance was our Asian students. Based on this data, an identified need is continued targeted intervention for this group.
2. Our student group with the lowest growth was Black or African American. Based on this data, an identified need is targeted intervention and additional teacher training for this group. We will be adding an additional intervention teacher for the 2023-2024 school year.

# School and Student Performance Data

## 22-23 iReady Math Diagnostic Assessment

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)  
 Diagnostic #2 (Winter 2022)  
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	37	51	46
Tier 3 % of students (Two or More Grade Levels Below)	27	39	32

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)  
 Diagnostic #2 (Winter 2022)  
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	37	43	44
Tier 3 % of students (Two or More Grade Levels Below)	36	49	42

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)  
 Diagnostic #2 (Winter 2022)  
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	41	51	45
Tier 3 % of students (Two or More Grade Levels Below)	50	40	34

### 22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)  
 Diagnostic #2 (Winter 2022)  
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	33	22	30

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	51	73	59

**22-23 Math Diagnostic Assessments**

**Diagnostic #1 (Fall 2022)**

**Diagnostic #2 (Winter 2022)**

**21-22 Diagnostic #3 (Spring 2022)**

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	26	67	44
	Tier 3 % of students (Two or More Grade Levels Below)	19	25	20
Black or African American	Tier 2 % of students (One Grade Level Below)	44	48	45
	Tier 3 % of students (Two or More Grade Levels Below)	35	52	45
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	37	54	48
	Tier 3 % of students (Two or More Grade Levels Below)	19	33	28

**Conclusions based on this data:**

1. Our student groups with the highest amount of students at Tier 2 were White students. Based on this data, an identified need is continued targeted intervention.
2. Our student groups with the highest amount of students at Tier 3 were Black or African American. Based on this data, an identified need is continued targeted intervention. We will be adding after school math tutoring to address this need.

# School and Student Performance Data

## 22-23 iReady Math Diagnostic Growth Reports

### 22-23 Math Diagnostic Assessments

#### Diagnostic #2 (Winter 2021) 21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	42	55
English Learner % of Students On Track to Meet Typical Growth Goal	38	51
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	41	55
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	37	44

### 22-23 Math Diagnostic Assessments

#### Diagnostic #2 (Winter 2022) 21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	45	72
Black or African American % of Students On Track to Meet Typical Growth Goal	47	70
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	43	53

#### Conclusions based on this data:

1. Our student group with the highest performance was Socioeconomically Disadvantaged. Based on this data, an identified need is continued targeted intervention for this group.
2. Our student group with the lowest performance was Students with Disabilities. Based on this data, an identified need is targeted intervention and additional teacher training for this group. We will be adding after school math tutoring to address this need.
3. Our student group with the lowest growth was White students. Based on this data, an identified need is targeted intervention and additional teacher training for this group. We will be adding after school math tutoring to address this need.

# School and Student Performance Data

## Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	32	52	16
19-20 Parent Survey	40	47	13
20-21 Parent Survey	46	49	6
21-22 Parent Survey	47	41	13

### 21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.28	94	6
I feel proud to be a parent at my child's school.	4.38	95	5
This school is perfect for my child.	4.18	93	7

#### Conclusions based on this data:

1. Based on our current Gallup Parent Data, our engagement changed from 46% to 47%. Based on this data, an identified need is to find a way to reduce the percent of indifferent parents and for all parents to feel like they have a way to become involved in their child's school.
2. 13% of parents are actively disengaged. An identified need is to conduct empathy interviews with parents to determine why parents feel actively disengaged.
3. Of the three key engagement items, "This school is perfect for my child" was our lowest score, as a site we need to ask parents what a "5" would look like on this indicator.



# School and Student Performance Data

## Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	76%	24%	0%
19-20 Student Survey	67%	33%	0%
20-21 Student Survey	58%	--	--
21-22 Student Survey	67%	--	--

### Gallup Student Engagement Items

2021-22 Mean Scores	W.D. Hall Elementary Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.21	3.89
At this school, I get to do what I do best every day	3.73	3.55
My teachers make me feel my schoolwork is important	4.35	4.01
I feel safe in this school.	4.03	3.84
I have fun at school.	4.18	3.77
I have a best friend at school	4.66	4.44
In the last seven days, someone has told me I have done good work at school.	3.84	3.58
In the last seven days, I have learned something interesting at school.	4.27	3.82
The adults at my school care about me.	4.29	3.91
I have at least one teacher who makes me excited about the future.	4.33	4.02

### W.D. Hall Elementary

#### Conclusions based on this data:

1. Of the engagement items, "At this school, I get to do what I do best every day" was our lowest score, as a site we need to ask students what a "5" would look like on this indicator.
2. Based on our current Gallup Student Data, our engagement changed from 58% to 67% . Based on this data, an identified need is connection to school. We will continue to work on this in goal 2 with the continuation of our second counselor.

# 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

Course Access

## LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

## Goal 1

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. W.D. Hall Elementary will provide opportunities for all students, including socioeconomically disadvantaged students, students from all racial/ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.

## Identified Need

In 2018-2019, English learners at W.D. Hall Elementary are scoring 98.9 points below standard on the CAASPP compared to our Reclassified Fluent English Proficient students who scored 35.7 points above standard. In addition 88 out of 149 English learners at W.D. Hall Elementary did not progress at least 1 English Language Proficiency level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Data	2020-2021: 2.8 % of our English Learners reclassified 2021-2022: 3% of our English Learners reclassified 2022-2023: Not yet available	June: 2022-2023: 5% of our English Learners will be reclassified 2021-2022: 5% of our English Learners will be reclassified 2022-2023
CAASPP Overview Indicators	2018-2019: English Learners - 98.9 points below standard 2019-2020: Testing Canceled 2020-2021: Testing replaced by local measures assessment. 2021-2022: Not yet available	2020-2021: English Learners - 88.9 points below standard 2021-2022: 2022-2023:
Beable RIASEC Survey	Beable RIASEC Survey Completion: Grades 2-5: 80%	By June 2024, Beable RIASEC Survey Completion: 90% of students will complete the RIASEC Survey on Beable (Grades 2-8).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Student Poll (GSP)	Gallup Student Poll (GSP): “I have fun at school” (3.93) “At this school, I get to do what I do best everyday” (3.51)	By June 2024, Gallup Student Poll (GSP): Raise metrics by 0.02 “I have fun at school” “At this school, I get to do what I do best everyday”
Student Gallup Poll (GSP)	50% of Grade 5 students completed the Student Gallup Poll.	By June 2024, Student Gallup Poll Completion: 80% of students will complete the Student Gallup Survey(Grade 5).

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, including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Students

#### Strategy/Activity

Intervention Teachers will provide reading and math intervention for students below proficiency and support for EL students. The teachers will analyze ELPAC data to support teachers in developing instructional lessons to meet EL students' needs and move them towards English Proficiency. Intervention teachers will provide support to newcomers, facilitate training on best practices for ELLs, counsel families on the importance of attendance, assists principal in design, preparation, and facilitation of site professional development designed to support and increase student academic performance and language acquisition.

#### 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)

91,840

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Certificated Support: Intervention Teacher

## Annual Review

SPSA Year Reviewed: 2022-23

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.

Teachers were provided multiple site-based professional learning cycles based by both our full-time Instructional Coach and district facilitators to support district initiatives and newly adopted language arts curriculum.

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

There were no major differences made to Goal #1 of the 2022-2023 SPSA.

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.

Teachers will use data such as iReady and Beable in order to develop targeted small group instruction lessons at grade level meetings and on-site professional learning opportunities with the guidance of the principal, district facilitators, and our site's intervention staff. We are adding an additional intervention teacher using Title 1 funds. We are adding frequent collaboration for teachers which can be found in Goal 3.

# 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

Parent involvement, student engagement, school climate, and basic services

## LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

## Goal 2

All students, staff, and families feel safe, empowered, and respected. We will deliver on our MVPs. The W.D. Hall Elementary Pledge includes being safe, respectful, and kind. This will be evident in all interactions: student to student, staff to student, student to staff, and staff to parents. The positive school climate can also be seen in the high levels of participation by students, staff, and parents in school events, campaigns, and learning opportunities.

## Identified Need

1. While student feel they have a great future ahead of them and feel cared for by the adults on campus, their mean score on feeling safe safe on campus is only 3.93.
2. While parents feel respected and that the school promotes a trusting environment, only 32% of this vital population reports being "fully engaged" on the Gallup Survey.
3. While educators generally report favorably on their work and their colleagues, their mean score for having the opportunity to do their best at work is 4.17 and conversations about this score often come back to student behaviors impeding teaching and learning.
4. Students in the following subgroups fall in the Very High category for chronic absenteeism: EL, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, African American, White, Asian, and two or more races.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Gallup Survey	<p>22/23 Student Engagement 53%</p> <p>The adults at my school care about me. (84% agree/strongly agree)</p> <p>This school is a good place for students like me. (62% agree/strongly agree)</p> <p>I feel safe at school (63% agree/strongly agree.</p>	<p>23/24 Student Engagement 65%</p> <p>The adults at my school care about me. (90% agree/strongly agree)</p> <p>This school is a good place for students like me. (70% agree/strongly agree)</p> <p>I feel safe at school (75% agree/strongly agree)</p>
Parent Gallup Survey	22/23	23/24

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Parent Engagement 32%</p> <p>My child's school always delivers on what it promises (68% agree/strongly agree)</p> <p>I feel proud to be a parent at my child's school (73% agree/strongly agree)</p> <p>This school is perfect for my child. (66% agree/strongly agree)</p>	<p>Parent Engagement 42%</p> <p>My child's school always delivers on what it promises (75% agree/strongly agree)</p> <p>I feel proud to be a parent at my child's school (80% agree/strongly agree)</p> <p>This school is perfect for my child. (70% agree/strongly agree)</p>
Staff Gallup Survey	<p>Spring 2022 Staff feel they have the opportunity to do their best at work - mean score not yet available</p> <p>Spring 2021 Staff feel they have the opportunity to do their best at work - mean score 4.17</p> <p>Spring 2020 Staff feel they have the opportunity to do their best at work - mean score 3.93</p>	<p>Spring 2023 Staff feel they have the opportunity to do their best at work - mean score 4.2</p>
Number of Site Engagement Activities	<p>2019-20: 4</p> <p>2020-21: 0</p> <p>2021-22: 8</p>	<p>2022-23: 12</p>
Suspension Data Overall Number Students	<p>2019-20 Overall = 18</p> <p>2020-21 Overall= 0</p> <p>2021-22 Overall= 25</p> <p>2022-2023 Overall=88</p>	<p>2023-24= &gt;50</p>
Referral Data - Zangle	<p>2020-21: 100 incidents recorded</p> <p>2021-22: 220 incidents recorded</p> <p>2022-23: 370 incidents</p>	<p>2021-22: 220</p> <p>2022-23: 170</p> <p>2023-24: 200</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 including EL, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, African American, White, Asian, and two or more races.

### Strategy/Activity

Staff, including Campus Aides, will support students with MTSS strategies, as well as behavior supports. Two counselors will support students daily with small group instruction around positive behaviors interventions and supports and give supportive feedback. Through our Multi-Tiered System of Support, all students have access to a variety of supports and interventions to:

- Increase connectedness to school
- Revise our multi-tiered system of support with a specific focus on Positive Behavior Intervention and Support (PBIS), our Character Education Program, Sanford Harmony curriculum
- Implement consistent systems for addressing inappropriate and/or unsafe choices at school along with reinforcing positive choices.
- Attendance check ins with our counselors for the following subgroups: EL, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, African American, White, Asian, and two or more races.

### 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)

41,814

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
.3 Counselor

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students including EL, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, African American, White, Asian, and two or more races.

### Strategy/Activity

Parent liaison will work with students and parents to increase their engagement with the school community by:

- Showing respect for parent's home language by sending home resources in their home language
- Personally inviting parents of high-risk EL's to parent events
- Provide Parent University for Arabic and Spanish speaking parents
- Facilitate home visits and parent-teacher meetings

- Provide Positive Discipline Workshops for 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)
15,000	Title I 2000-2999: Classified Personnel Salaries Community Liaison 1.5 days per week
2,991.00	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Community Liaison 1.5 days per week

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All

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)	Source(s)
45,000	Title I 2000-2999: Classified Personnel Salaries 1.0 Health Assistant

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Our staff, including our community liaison, will increase parent connection to the school community, as well as, to their child’s educational experience in order for parents to be able to support their child socially, emotionally, and academically. We will achieve this through:

- A school wide Welcome Back Celebration, Winterfest, Talent Show, etc...
- Monthly Character Assemblies
- Grade level parent activities after school



- Increasing parent contact regarding student’s individualized 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)	Source(s)
2,250	S/C 1000-1999: Certificated Personnel Salaries Safety Patrol Stipend

# Annual Review

**SPSA Year Reviewed: 2022-23**

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.

Our suspension data has shown that suspensions have increased and we need to work on analyzing intervention data tracking of students who are referred for intervention and develop a stronger RTI to positive behavior supports, and establish trusting and healthy relationships. We will continue our Multi-Tiered Systems of Supports work with our support team to revise and improve our response to interventions for students.

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

We did not have as many parent offerings as expected this year. Although attendance improved, our ELAC meetings still had a low attendance rate.

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.

We will continue to add parent engagement opportunities offered by our community liaison, certificated staff, and PTO. We continuing with a second counselor.

# 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

State standards, student outcomes, and student achievement

## LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

## Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. By June 2024, W.D. Hall will improve academic achievement in ELA. Our goal is to decrease the number of students who score at risk by 10% as measured by the iReady diagnostic. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 75% of students are making Typical Growth and 60% of students are making their stretch growth goals. In addition, 60% of English Language Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students will meet their stretch growth on iReady Diagnostic assessments, and overall ELA performance on CAASPP will increase average scale score for all students by 5 points each year on CAASPP Summative Assessments.

## Identified Need

Our students struggle in both language arts and math on the CAASPP, and less than half of our English learners are making notable progress toward English language proficiency. Based on our local assessment data, collected in February 2022 (iReady Diagnostic #2), 34% of students are at or above grade level in ELA and 21% of students are at or above grade level in math. On that same assessment in February of 2022, 62% of our English Learners were on track to make one year's growth in ELA, compared with 60% of our non-English Learner students. In February of 2022, 61% of our Students with Disabilities students were on track to make one year's growth in ELA and 56% of our Hispanic students were on track to make one year's growth in math. In February of 2022, 55% of our Socioeconomically Disadvantaged students were on track to make one year's growth in ELA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data (All students)	2018-19 School scored 71.48 points below standard on ELA 2019-20 (Testing canceled) 2020-21: Testing replaced by local measures assessment. 2021-22: School scored 65.2 points below standard on ELA 2022-23: Not yet available	2020-21 School will score 60 points below standard on ELA. 2021-22 School will score 55 points below standard on ELA. 2022-23 School will score 50 points below standard on ELA.
CAASPP ELA Data (Hispanic Students)	2018-19 Hispanic students scored 82.2 points below standard on ELA.	2020-21 Hispanic students will score 70 points below standard on ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2019-20 Testing canceled</p> <p>2020-21: Testing replaced by local measures assessment.</p> <p>2021-22: Hispanic students scored 108.2 points below standard on ELA</p> <p>2022-23: Not yet available</p>	<p>2021-22 Hispanic students will be 65 points below standard on ELA.</p> <p>2022-23 Hispanic students will be 60 points below standard on ELA.</p>
CAASPP Math Data (All students)	<p>2018-19: School scored 61.24 points below standard on Math</p> <p>2019-20 (Testing canceled)</p> <p>2020-21: Testing replaced by local measures assessment.</p> <p>2021-22: School scored 77.5 points below standard on Math</p> <p>2022-23: Not yet available</p>	<p>2020-21 School will score 57 points below standard on Math.</p> <p>2021-22 School will score 52 points below standard on Math.</p> <p>2022-23 School will score 47 points below standard on Math.</p>
CAASPP Math Data (Hispanic Students)	<p>2018-19 Hispanic students scored 85.6 points below standard on Math.</p> <p>2019-20 Testing canceled</p> <p>2020-21: Testing replaced by local measures assessment.</p> <p>2021-22: Hispanic students scored 108.2 points below standard on Math</p> <p>2022-23: Not yet available</p>	<p>2020-21 Hispanic students will score 75 points below standard on Math.</p> <p>2021-22 Hispanic students will be 70 points below standard on Math.</p> <p>2022-23 Hispanic students will be 65 points below standard on Math.</p>
English Learner Progress Towards English Language Proficiency	<p>2018-19 47.7% of our English Learners are making progress towards English Language Proficiency.</p> <p>2019-20 (Testing canceled)</p> <p>2020-21: Testing replaced by local measures assessment.</p> <p>2021-22: 51.8% making progress towards English language proficiency</p> <p>2022-23: Not yet available</p>	<p>2020-21 49% of our English Learners will make progress towards English Language Proficiency.</p> <p>2021-22 54% of our English Learners will make progress towards English Language Proficiency.</p> <p>2022-23 59% of our English Learners will make progress towards English Language Proficiency.</p>
iReady Reading Diagnostic	<p>June 2023, Diagnostic #3</p> <p>Tier 1- 47%</p> <p>Tier 2-28%</p> <p>Tier 3- 25%</p>	<p>By June 2024:</p> <p>Tier 1 - 57%</p> <p>Tier 2- 35%</p> <p>Tier 3- 20%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>56% of students made one year's growth (typical growth)</p> <p>47% of all students are on or above grade level by Diagnostic #3.</p> <p>27% of all students with disabilities are on or above grade level by Diagnostic #3.</p> <p>34% of all EL students are on or above grade level by Diagnostic #3.</p>	<p>70% of all students will reach "one year's growth" (typical growth) by the end of the year on iReady Diagnostic #3.</p> <p>57% of all students will be on or above grade level by Diagnostic #3.</p> <p>35% of all students with disabilities will be on or above grade level by Diagnostic #3.</p> <p>40% of all EL students will be on or above grade level by Diagnostic #3.</p>
iReady Math Diagnostic	<p>June 2023, Diagnostic #3</p> <p>Tier 1- 36%</p> <p>Tier 2- 42%</p> <p>Tier 3- 23%</p> <p>45% of students made one year's growth (typical growth)</p> <p>36% of all students are on or above grade level by Diagnostic #3.</p> <p>17% of all students with disabilities are on or above grade level by Diagnostic #3.</p> <p>28% of all EL students are on or above grade level by Diagnostic #3.</p>	<p>By June 2024:</p> <p>Tier 1 - 46%</p> <p>Tier 2- 50%</p> <p>Tier 3- 30%</p> <p>70% of all students will reach "one year's growth" (typical growth) by the end of the year on iReady Diagnostic #3.</p> <p>45% of all students will be on or above grade level by Diagnostic #3.</p> <p>25% of all students with disabilities will be on or above grade level by Diagnostic #3.</p> <p>35% of all EL students will be on or above grade level by Diagnostic #3.</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 5

#### Students to be Served by this Strategy/Activity

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

All students, including English learners, Hispanic students, students with disabilities, and socioeconomically disadvantages students.

#### Strategy/Activity

Teachers and students will be provided with instructional materials, instructional support, intervention, and training as needed to support CCCS in ELA, Math, and English Language Development.

#### 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)
61,955.00	Title I 4000-4999: Books And Supplies Instructional Supplies and Books
2,250	S/C 1000-1999: Certificated Personnel Salaries Presentation Literacy and Broadcast Stipend
15,000	S/C 1000-1999: Certificated Personnel Salaries Sub coverage for additional collaboration days
34,147	S/C 4000-4999: Books And Supplies Instructional Supplies and Books
13,500	Title I 5800: Professional/Consulting Services And Operating Expenditures Orton-Gillingham Training
29,902	S/C 1000-1999: Certificated Personnel Salaries .3 Intervention Teacher

#### Strategy/Activity 6

##### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Print Shop Orders to support Common Core instruction in mathematics and English language arts.

#### 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)

Title I  
4000-4999: Books And Supplies  
Print Shop

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All students, including English learners, Hispanic students, students with disabilities, and socioeconomically disadvantaged students.

Strategy/Activity

Targeted ELA 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)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2022-23

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 were able to provide targeted ELA and Math Intervention during school. W.D. Hall was also able to hire a full-time Instructional Coach who collaborated with teachers to enhance their instruction program and offer best strategies.

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

We were not able to provide a full year of enrichment classes due to lack of teaching staff.

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.

We will be hiring an additional intervention teacher to work with the Instructional Coach to provide additional intervention to students. Additional after school tutoring will be offered through ELOP funding.

# 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	\$0.00
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	\$360,649.00

## 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	\$274,109.00
Title I Parent Involvement	\$2,991.00

Subtotal of additional federal funds included for this school: \$277,100.00

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 (\$)
S/C	\$83,549.00

Subtotal of state or local funds included for this school: \$83,549.00

Total of federal, state, and/or local funds for this school: \$360,649.00

# 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
S/C	83,549	0.00
S/C Carryover		
Title I	274,109	0.00
Title I Carryover		
Title I Parent Involvement	2,991	0.00

## Expenditures by Funding Source

Funding Source	Amount
S/C	83,549.00
Title I	274,109.00
Title I Parent Involvement	2,991.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	183,056.00
2000-2999: Classified Personnel Salaries	62,991.00
4000-4999: Books And Supplies	101,102.00
5800: Professional/Consulting Services And Operating Expenditures	13,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	49,402.00
4000-4999: Books And Supplies	S/C	34,147.00
1000-1999: Certificated Personnel Salaries	Title I	133,654.00



2000-2999: Classified Personnel Salaries	Title I	60,000.00
4000-4999: Books And Supplies	Title I	66,955.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	13,500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	2,991.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,840.00
Goal 2	107,055.00
Goal 3	161,754.00

# School Site Council Membership

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

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

## **Name of Members**

## **Role**

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/7/22.

Attested:



Principal, Julie McClintock on 6/12/23



SSC Chairperson, Heather Myers on 6/12/23

# 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.**

[Educational Partner 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](mailto: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](mailto: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](mailto: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.

## **Educational Partner 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 Educational Partner 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](mailto: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 (Educational Partner 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 (Educational Partner 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/>

Developed by the California Department of Education, January 2019

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

Jennifer Barreto 6/12/23

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

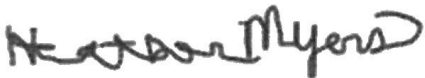
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/7/22.

Attested:



Principal, Julie McClintock on 6/12/23



SSC Chairperson, Heather Myers on 6/12/23