

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

10/20/2021

Purpose and Description

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

Schoolwide Program

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In the spring of 2021 LCMSD administered student, parent, and staff surveys regarding climate, academics, and safety. These survey results are detailed in Appendix D.

Classroom Observations

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

There were formal observations of all employees through the continuous improvement process outlined in both collective bargaining agreements. Additionally, informal walkthroughs were conducted on a regular basis with either email or inperson feedback. These observations occurred in the physical classroom as well as in the distance learning setting. While we are making progress in our conferring in Reading, Writing and Math (our district focus area), we still need to further refine this practice and further identify specific student goals. Another district-wide focus is our work with equity, where gaps still exist and therefore, along with instructional strategies, racial bias professional development is warranted.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CAASPP, ELPAC, district writing benchmark, district math benchmarks (through Illuminate), Scholastic Reading Inventory, common CERs (claim, evidence, reasoning) assessments/assignments, California Healthy Kids Survey, student surveys, and parent surveys have been data sources used to modify and adjust instruction to meet student needs. For example, during 2019-20 a district-wide EL/Literacy Specialist was utilized to support teachers via coaching, professional development, and student monitoring and during 2021-22 a district-wide Equity Coach position was created.

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

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

- Students in grades 6-8 take the Scholastic Reading Inventory assessment online, administered by their English Language Arts teacher
- Students in grades 3-8 take the Illuminate Incoming Assessments in both English Language Arts and Mathematics.
- In Science, students in grades 6-8 engage in common assemments, Claim Evidence Reasoning (CER)
- LCMSD opted in to the 2021 CAASPP administration

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

75% of the staff members at Hall Middle School meet the highly qualified staffing requirements with the exception of seven staff members based on 6th grade core and elective teaching assignments.

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

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

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA) LCMSD has curriculum committees that examine content standards/framework, student achievement data, staff surveys,

and research-based best practices to design multi-year programs in these areas: curriculum and instruction, professional development, data analysis, and intervention. This committee work, reflected in district-wide professional development plans, is then reviewed during budget and LCAP development to align resources to goals set within these specific areas.

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

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

Monthly grade level teams and department teams meet during regularly scheduled staff meeting times and district identified Professional Development days.

Teaching and Learning

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

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

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

LCMSD meets all recommended instructional minutes for Language Arts and Math programming.

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

All core content courses have developed and follow a course scope and sequence that allows for students to have access to a guaranteed and viable curriculum in each content area regardless of teacher of record. Students are provided with intervention opportunities in math via a Math Support class in grades 6 and 7. Additionally, students not meeting standards on CAASPP have been provided with on-demand tutoring (YUP app). Other content areas offer differentiated instruction within course content, as well as opportunities for students to revise work to show mastery of standards. English Language Learners are also provided an additional support period to facilitate language acquisition.

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

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

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

All courses utilize Common Core aligned materials and intervention materials.

Opportunity and Equal Educational Access

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

The district EL/Literacy Specialist provides coaching support to classroom teachers and the additional support providers to ensure that effective support for all students is provided. The counselor is also the English Learner Case Manager and connects with each English Learner and guardians via monthly Zoom meetings. In addition to these supports, English Learners receive Designated Support as an EL support period from a highly qualified teacher. Math support is provided in grade 6 and 7 to support students with additional math needs. YUP a supplemental on demand tutoring math program for all students that did not meet standard on most recent CAASPP data.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

Pupils with exceptional needs have returned to in-person supports.

Our English Learner community is supported via in-person parent meetings to welcome new families and share resources and expectations for the school year.

Our PTA works in conjunction with our School Counselor to determine parent needs and provide Parent Education nights designed to address issues and concerns in real time.

District leadership holds monthly Coffee Chats to discuss various school programming, new initiatives, and revisions to COVID safety plans and protocols.

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

Extensive stakeholder engagement and opportunities for feedback were provided. This includes monthly COVID updates at Board Meetings, labor partner and staff meetings, Curriculum Council, Operations Committee, and Fiscal Advisory Committee (FAC). Parents were also engaged through regular parent meetings, DELAC, School Site Council, PTA leadership, beginning of the year parent orientations, videos, and regular district/school/teacher communications. Student, parent and staff surveys were also administered to help inform plans and next steps. An LCMSD COVID-19 Response Plan website was launched in 2020 that includes information, videos, newsletters, and more. Translation services have been provided, as needed. Participants can connect via computer or phone. Additionally, virtual meetings have been recorded and shared through newsletters and the website.

Funding

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

Categorical funds enable underperforming students to meet standards through math support classes, reading intervention curriculum, counseling services and computer and mobile hotspot loaner devices.

Fiscal support (EPC)

Title I = \$49,622 Title II = \$10,000 Lottery = \$13,000 SPARK = \$536,327

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

While we are improving in many areas, we still have significant learning gaps with Special Education, English Language Learners, Hispanic/Latino, and students of low socioeconomic status.

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup													
	Per	cent of Enrollr	nent	Nu	mber of Stude	ents							
Student Group	18-19	19-20	20-21	18-19	19-20	20-21							
American Indian	%	0.19%	0.2%		1	1							
African American	0.77%	0.96%	0.6%	4	5	3							
Asian	4.42%	5.94%	4.9%	23	31	25							
Filipino	0.58%	0.77%	0.4%	3	4	2							
Hispanic/Latino	13.08%	13.22%	12.2%	68	69	62							
Pacific Islander	%	0.19%	0.4%		1	2							
White	73.46%	69.92%	73.6%	382	365	374							
Multiple/No Response	%	0.38%	7.5%		44	38							
		Tot	al Enrollment	520	522	508							

Student Enrollment Enrollment By Grade Level

	Student Enrollme	nt by Grade Level											
0		Number of Students											
Grade	18-19 19-20 20-21												
Grade 6	183	175	154										
Grade 7	155	188	166										
Grade 8	182	159	188										
Total Enrollment	520	522	508										

- 1. Enrollment is declining.
- 2. Demographic sub-group data is consistent with little change.

Student Enrollment English Learner (EL) Enrollment

English	n Learner (I	EL) Enrollm	ent						
0.1.40	Number of Students Percent of Students								
Student Group	18-19	19-20	20-21	18-19	19-20	20-21			
English Learners	22	32	25	4.2%	6.1%	4.9%			
Fluent English Proficient (FEP)	57	54	51	11.0%	10.3%	10.0%			
Reclassified Fluent English Proficient	1	2	5	6.7%	9.1%	15.6%			

^{1.} English Learner data shows we are seeing a slight decrease in EL enrollment in the 2021-22 school year.

^{2.} Increase in the reclassification of fluent English proficient students.

CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students														
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	Γested	# of \$	Students	with	% of Er	rolled S	tudents			
Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19						
Grade 6	177	155	186	173	154	183	173	154	183	97.7	99.4	98.4			
Grade 7	180	179	157	173	175	153	173	174	153	96.1	97.8	97.5			
Grade 8	161	185	182	154	175	171	154	175	171	95.7	94.6	94			
All Grades	518	519	525	500	504	507	500	503	507	96.5	97.1	96.6			

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

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

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

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

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

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

Conclusions based on this data:

1.

CAASPP Results Mathematics (All Students)

	Overall Participation for All Students														
Grade	# of Stu	udents E	nrolled	# of S	tudents	Гested	# of \$	Students	with	% of Er	rolled St	tudents			
Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 6	177	155	186	170	152	184	170	152	184	96	98.1	98.9			
Grade 7	180	179	158	171	174	157	171	174	157	95	97.2	99.4			
Grade 8	161	185	182	153	173	174	153	173	174	95	93.5	95.6			
All Grades	518	519	526	494	499	515	494	499	515	95.4	96.1	97.9			

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
% Above Standard % At or Near S							% Ве	% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	41.76	46.05	41.85	42.94	40.13	47.28	15.29	13.82	10.87	
Grade 7	38.60	49.43	54.14	48.54	38.51	37.58	12.87	12.07	8.28	
Grade 8 50.98 50.87 48.85 35.95 34.10 39.08 13.07 15.03 1							12.07			
All Grades	43.52	48.90	47.96	42.71	37.47	41.55	13.77	13.63	10.49	

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

Conclusions based on this data:

1.

ELPAC Results

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

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

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

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

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade	or Students							
Level	17-18	18-19	17-18					
All Grades 86.67 72.00 * 4.00 24.00 15 25								

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

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade	or Students								
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades 4.00 80.00 72.00 * 24.00 15 25									

Conclusions based on this data:

1. There are not enough students at each grade level to report performance data. The admin team reviews each individual student's score report.

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population							
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth				
522	10.0	6.1	This is the percent of students whose well-being is the responsibility of a court.				
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.					

2019-20 Enrollment for All Students/Student Group										
Student Group Total Percentage										
English Learners	32	6.1								
Homeless	2	0.4								
Socioeconomically Disadvantaged	52	10.0								
Students with Disabilities	57	10.9								

Enrollment by Race/Ethnicity							
Student Group Total Percentage							
African American	5	1.0					
American Indian	1	0.2					
Asian	31	5.9					
Filipino	4	0.8					
Hispanic	69	13.2					
Two or More Races	44	8.4					
Pacific Islander	1	0.2					
White	365	69.9					

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

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

Academic Performance Academic Engagement Conditions & Climate Chronic Absenteeism Green Mathematics Blue

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

Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance



Orange

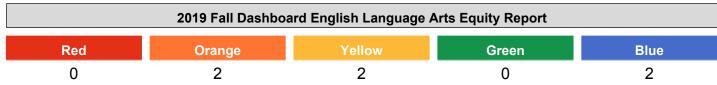


Green

Rlue

Highest Performance

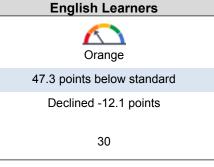
This section provides number of student groups in each color.

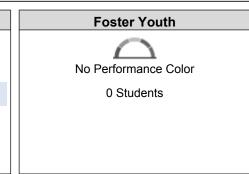


This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment,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

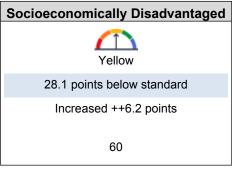
2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students Blue 60.3 points above standard Increased ++3.2 points 501





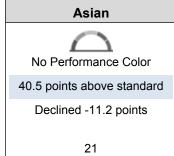
Homeless						
No Performance Color						
Less than 11 Students - Data Not Displayed for Privacy						
3						

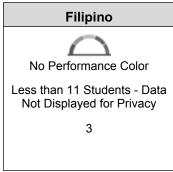


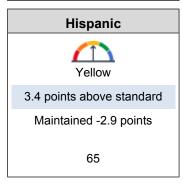
2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

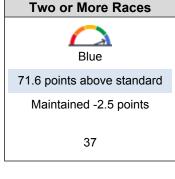
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

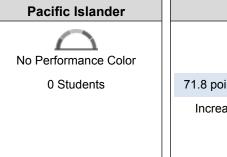












White
Blue
71.8 points above standard
Increased ++4.3 points
371

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner					
92.1 points below standard					
Maintained ++2 points					
16					

Reclassified English Learners							
4 points above standard							
Increased ++7.3 points							
14							

English Only	
67.3 points above standard	
Maintained ++2.5 points	
428	

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

Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance Pod

Orange

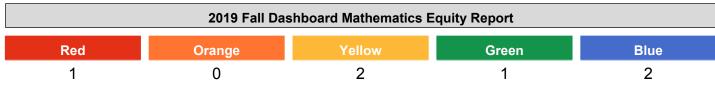
Yellow

Green

Rlue

Highest Performance

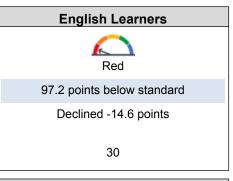
This section provides number of student groups in each color.



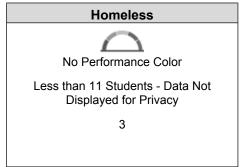
This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is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

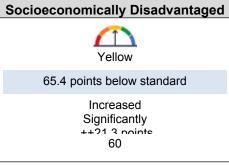
2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students Blue 48.9 points above standard Increased ++10.6 points 500



Foster Youth

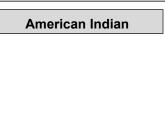


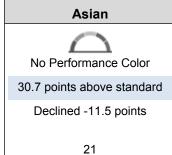


Students with Disabilities
Yellow
58.4 points below standard
Increased ++6.6 points
51

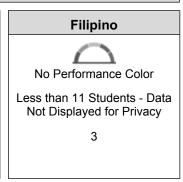
2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

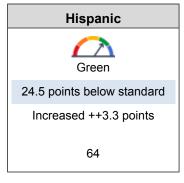
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

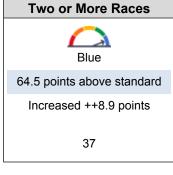


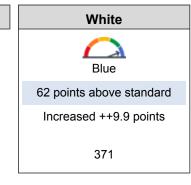


Pacific Islander









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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner					
144.4 points below standard					
Maintained -1.4 points					
17					

Reclassified English Learners
35.7 points below standard
Increased ++14 points
13

English Only
59.5 points above standard
Increased ++10.6 points
428

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

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

No Performance Color 62.5 making progress towards English language proficiency Number of EL Students: 16 Performance Level: High

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

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

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

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Performance Red C			Orange Yello		low Green		Blue	Performance	
This section provides number of student groups in each color.									
		2019 Fa	all Dashb	oard Coll	ege/Career	Equity I	Report		
Red Orange		Yellow				Green		Blue	
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.									
2019 Fall Dashboard College/Career for All Students/Student Group									
All Students			English Learners			Foster Youth			
Homeless			Socioed	conomical	students with Disabilities				th Disabilities
		2019 Fall	Dashbo	ard Colleg	e/Career by	y Race/l	Ethnicity		
African American America			rican Indian Asian				Filipino		
Hispanic Two or Mor			or More F	e Races Pacific Islander		der		White	
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and									

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

Conclusions based on this data:

1.

Lowest

Highest

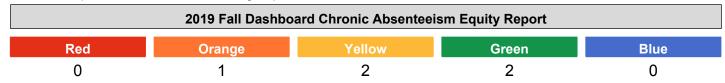
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Highest Lowest Performance Performance

This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

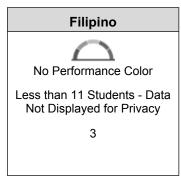
American Indian No Performance Color

No Performance Color

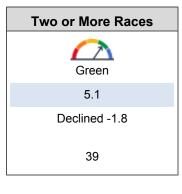
Less than 11 Students - Data
Not Displayed for Privacy

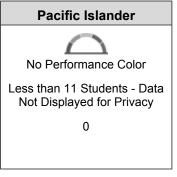
1

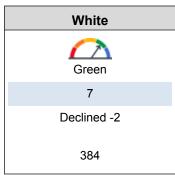
Asian	
No Performance Color	
0	
Declined -4.5	
24	



Hispanic	
Yellow	
10.5	
Declined -3.8	
76	







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

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

_owest	Dad	0	Vallani	0	Dlue	Highest
Performance	Red	Orange	Yellow	Green	Blue	Performance
his section provid	es number of s	tudent groups in ea	ach color.			
	2	2019 Fall Dashboa	ard Graduation R	Rate Equity Re	eport	
Red	C)range	Yellow	G	reen	Blue
		about students cor heir graduation req				ho receive a standa
	2019 Fall	Dashboard Gradu	uation Rate for A	All Students/S	tudent Group	
All Students English Learners Foster Youth						
All S	tudents		English Learners	5	1 0310	er routii
	tudents neless		English Learners nomically Disad			ith Disabilities
			_			
	neless		nomically Disad	vantaged	Students w	
	meless 20	Socioeco	nomically Disad	vantaged	Students w	
Hor	neless 20 erican	Socioeco	nomically Disad	vantaged te by Race/Etl	Students w	ith Disabilities
African Ame Hispani	20 erican c es a view of the	Socioeco 19 Fall Dashboard American India	nomically Disad d Graduation Rat an ces Pa	te by Race/Ethe Asian acific Islande ed a high scho	Students w hnicity r pool diploma within	ith Disabilities Filipino White
African Ame Hispani	20 erican c es a view of the	Socioeco 19 Fall Dashboaro American India Two or More Ra e percentage of stu heir graduation rec	nomically Disad d Graduation Rat an ces Pa	te by Race/Ether Asian acific Islande ed a high school alternative school	hnicity r ool diploma withinool.	ith Disabilities Filipino White

1.

Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance



Orange



Green

Rlue

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	1

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

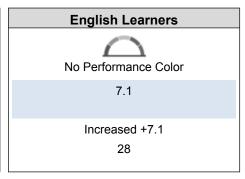
2019 Fall Dashboard Suspension Rate for All Students/Student Group

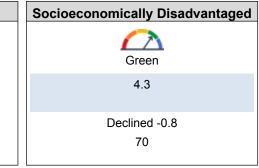
All Students	
Green	
1.1	
Maintained -0.2 538	

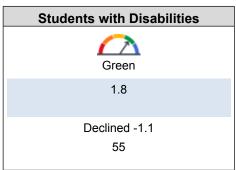
Homeless

No Performance Color

Less than 11 Students - Data Not





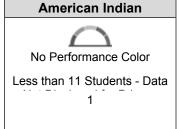


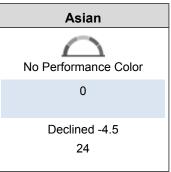
Foster Youth

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

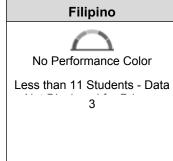
No Performance Color Less than 11 Students - Data 4

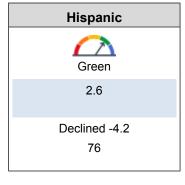
African American

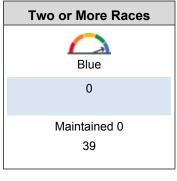


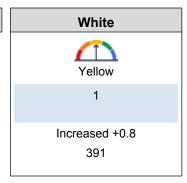


Pacific Islander









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

2019 Fall Dashboard Suspension Rate by Year		
2017 2018 2019		
	1.3	1.1

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

LCAP GOAL 2: Increase academic achievement in mathematics and English language arts above the rate of similar schools for all students with a focus on narrowing the achievement gap for subgroups through best practices in personalized learning and a multi-tiered system of supports.

Goal 1

SCHOOL GOAL 1: Student Academic Proficiency. For the 2021-22 school year, at least 83% of students will demonstrate proficiency on CAASPP ELA and 83% scoring at least proficient on benchmark writing assessments. 76% of students will demonstrate proficiency on CAASPP Math, CAASPP Math Interim Assessments and Illuminate common assessments. Growth in both ELA and Math CAASPP scaled scores will be above the Marin County similar schools mean gain score. Percentage of students meeting/exceeding standards in Grade 8 science will be above the Marin County similiar schools mean. Ensure that each and every student learns while enhancing English Language Arts and Mathematics instruction for all students.

Identified Need

While in 2017, 2018, and 2019 Hall has shown overall growth in proficiency in Math and ELA CAASPP scores, the 2021 CAASPP Math scores decreased from 70% to 66% met/exceeded standard. However, the 2021 CAASPP ELA scores increase from 76% to 79% met/exceeded standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Summative assessment data.	ELA proficient: 2019 - 76%; 2021 - 79%. Math proficient: 2019 - 70%; 2021 - 66%.	For the 2021-22 school year, at least 83% of students will demonstrate proficiency on CAASPP ELA and 83% scoring at least proficient on benchmark writing assessments. 76% of students will demonstrate proficiency on CAASPP Math, CAASPP Math Interim Assessments and Illuminate common assessments.

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

Strategy/Activity 1 Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Identify and schedule students for math intervention cycles. Intervention sessions will be based on prerequisite skills for current content standards and measured through common assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
85,000	LCFF - Base 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Implement professional development opportunities with the Marzano Research Institute for department collaboration and development/refinement of Illuminate common assessments based on curriculum maps.

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)

10,000 LCFF - Base 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Refine proficiency scales with the Marzano Research Institute to align with standards-based reporting and align with critical concepts.

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)
10,000	Title II 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Special Education students.

Strategy/Activity

Provide targeted instruction in a smaller, self contained classroom setting for identified students with special needs. Identify students by reviewing IEPs, classroom performance and multiple

measures of assessments. Schedule students for given classes in a Learning Center setting based on individual student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	LCFF - Base 4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL students and at-risk students.

Strategy/Activity

TRANSFER TO GOAL 2: Conduct parent conferences for students who are performing below expectations in English, Math and/or other subjects, and all EL students. Review student performance data to date (grades, other assessments) - (Sept. – Oct.) Identify priority students - (Sept. – Oct.) Schedule conferences - (Oct.) Implement follow up strategies as needed - (Nov. – June). Beginning in the 2019-20 school year, an EL/Literacy Specialist position will be provided through LCFF supplemental funds to oversee and implement targeted interventions for EL and atrisk students. Continuing for 2020-21 will be the ELD intervention class for EL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100,000	LCFF - Base 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Curriculum Council oversee implementation of three-year professional development plan. Implementation of Readers and Writers Workshop, Project Lead the Way, CGI Math, CPM (and articulation with TERC), C3 History/Social Science Framework, and Next Generation Science Standards.

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)
10,400	SPARK, PTA 0001-0999: Unrestricted: Locally Defined

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement curriculum maps (literacy, math, science). Create and refine a guaranteed and viable curriculum for all grade levels in literacy, mathematics, and science. Grade level/department teams will be supported by the Marzano Research Institute

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)
10,000	SPARK, PTA 0001-0999: Unrestricted: Locally Defined

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the COVID-19 pandemic all efforts were shifted to provide in-person instruction. Hall Middle School provided 140/180 days of in-person instruction during the 2020-21 school year with the highest number of instructional minutes spent in person than any other secondary school in Marin County. Providing in-person instruction was the most significant strategy in mitigating the effects of the pandemic and was evidenced in the CAASPP ELA gain and slight decrease for Math. While the expected learning loss due the pandemic was much greater than the actual learning loss, more intensive intervention and supports are needed to continue addressing students not meeting proficiency.

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

Majority of the 2020-21 expenditures associated with professional development and curriculum development were shifted to support in-person instruction. The math and EL supports were implemented as outlined.

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.

The return of supporting teachers with professional development and refinement of a guaranteed and viable curriculum, common assessments, proficiency scales, and increased intervention opportunities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

LCAP GOAL 1: Close or narrow the equity gap for student groups (English Learner, students with disabilities, BIPOC, and socioeconomically disadvantaged).

Goal 2

ELA and math CAASPP scores will increase by 10% for 2022

Students at mastery level (advanced or proficient) on Illuminate LCMSD Math Common Assessments will be at or above the percentage met/exceeding standards on CAASPP

95%+ (subgroup) parents report their students feel a part of the classroom community

95%+ (subgroup) parents report they are satisfied with their child's academic growth

95%+ (subgroup) parents report they are satisfied with their child's social-emotional growth

Equity audits reveal data representative to the entire District

Identified Need

Achievement gaps exist between significant subgroups and all students on the CAASPP in all grade levels for ELA and mathematics. Additionally, UCLA Center X observation report cycle data revealed that a trend throughout all schools in LCMSD is that BIPOC students were more often interrupted by white counterparts, had a higher frequency of white peers answering questions for them, and were asked lower Depth of Knowledge questions by their teachers than white peers.

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

While in 2017, 2018, and 2019 Hall has shown overall growth in proficiency in Math and ELA CAASPP scores, the 2021 CAASPP Math scores decreased from 70% to 66% met/exceeded standard. However, the 2021 CAASPP ELA scores increased from 76% to 79% met/exceeded standards. What is observed in all CAASPP data is that subgroup data for low SES and EL learners continue to demonstrate lack of growth and proficiency and a need for additional support and enhanced interventions both in class and out.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 Parent LCAP Survey Data	Hall Middle (subgroup only data): My child feels a part of the classroom community 70% agree/strongly agree 19% of parents are satisfied with their child's academic growth this year 14% of parents are satisfied with their child's socialemotional growth this year	95%+ (subgroup) parents report their students feel a part of the classroom community 95%+ (subgroup) parents report they are satisfied with their child's academic growth 95%+ (subgroup) parents report they are satisfied with their child's social-emotional growth
2022 CAASPP Data	 ELA 2019 v 2021 EL 30%/30% Socioeconomically Disadvantaged 49%/ Hispanic/Latino. 55%/56% Special Education. 44%/38% Math 2019 v 2021 EL 16%/35% Socioeconomically Disadvantaged 34%/ Hispanic/Latino. 39%/38% Special Education. 40%/29% 	10% growth in ELA and Math for all subgroups

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.				
Strategy/Activity				
Leverage ongoing professional development, encourage peer observation and a focus on student feedback with standards based reporting. Further professional development in (Columbia) Readers and Writers Workshop, Cognitively Guided Instruction in math, Next Generation Science Standards (NGSS), English Language Development, and racial bias with an overlay of equity and how this translates to classroom practice. Equity pop topics in every staff meeting, one full staff meeting workshop every 6 weeks, and one full day staff workshop in August 2021.				
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.				
	Sourco(a)			
Amount(s)	Source(s) None Specified			
	None Specified			
Strategy/Activity 2 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) All students.				
Increase integrated, collaborative units between subjects. Provide differentiated curriculum, project-based learning and instruction to challenge students, personalizing needs. Continue professional development with differentiation and culturally responsive teaching with district EL/Literacy specialist. Each trimester, engage staff in common assessments, CAASPP, and/or ELA and math conference anecdotal data analyses with their respective grade levels/departments. Use these data to generate specific next steps for students below grade level expectations and underrepresented subgroups.				
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)			
	None Specified			
Strategy/Activity 3 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) All students.				

Strategy/Activity

All students have equitable opportunity to advance to algebra pathway through pre-algebra or concurrent enrollment in math 7 and 8.

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)
49,000	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Provide on-demand and in-person math intervention opportunities through YUP (on demand app) and intervention math sections during the school day, as well as 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)
5,000	LCFF 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Adjustments to master schedule to allow for more student leadership opportunities and participation (i.e. leadership course as a wheel)

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)
	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Create systems and structures to strategically communicate through different mediums, specifically for underrepresented subgroups. Further translation options for in-person, Zoom, written, and website content. Use technology tools and partnerships as applicable.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCFF 4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At-risk students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000	LCFF 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the COVID-19 pandemic all efforts were shifted to provide in-person instruction. Hall Middle School provided 140/180 days of in person instruction during the 2020-21 school year with the highest number of instructional minutes spent in person than any other secondary school in Marin County. Providing in-person instruction was the most significant strategy in mitigating the effects of the pandemic and was evidenced in the CAASPP ELA gain and slight decrease for Math. While the expected learning loss due the pandemic was much greater than the actual learning loss, more intensive intervention and supports are needed to continue addressing students not meeting proficiency.

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

Majority of the 2020-21 expenditures associated with professional development and curriculum development were shifted to support in person instruction. The math and EL supports were implemented as outlined.

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.

This goal has shifted to align with the newly adopted LCMSD LCAP where equity, both in terms of access and academics, is a stand alone goal. All actions are targeted to narrow equity gaps that persist within Hall Middle.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

LCAP GOAL 3: A comprehensive wellness program will be maintained and improved, which includes social-emotional learning, campus and student safety, growth mindset, and a well-rounded course of study.

Goal 3

100% of students will engage in social emotional guidance lessons (self regulation, responsible decision making, healthy relationship skills) across grade levels. 90% will report and experience a culture of inclusion through mutual respect amongst peers and connectedness with adults.

Identified Need

Metric/Indicator

A healthy school climate is based on positive connections among students, staff and community. We accomplish this through shared values, expectations and an emphasis on inclusion, acceptance and restorative practices. Student, parent, and staff LCAP surveys from Spring 2021 indicate that 84% of students feel connected to at least one adult on campus; we want to see that increase. Same survey indicates that 84% of the student body report positive relationships with peers.

Annual Measurable Outcomes

2021 Student LCAP Survey
Data
2021 Parent LCAP Survey
Data
2021 Staff LCAP Survey Data

92%	of staff	report	that	LCMSE
_	_	_	_	

Baseline/Actual Outcome

provides a safe environment for students

84% of parents report their child is connected to adults in their classroom

59% of parents report their child is connected to adults on campus
92% of parents report their

child is emotionally safe at school

96% of students report their teachers know them well

90% of elementary and 84% of middle school students report positive relationships with peers

Expected Outcome

98% of staff report that LCMSD provides a safe environment for students

95% of parents report their child is connected to adults in their classroom

90% of parents report their child is connected to adults on campus

95% of parents report their child is emotionally safe at school

96% of students report their teachers know them well

95% of elementary and 95% of middle school students report positive relationships with peers

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	93% of students report feeling safe in their classroom	98% of students report feeling safe in their classroom
	84% of elementary and 77% of middle school students report that teachers/grown-ups tell them when they do a good job	95% of elementary and 95% of middle school students report that teachers/grown-ups tell them when they do a good job
	93% of elementary and 89% of middle school students report that teachers/adults at their school believe they can do a good job	95% of elementary and 95% of middle school students report that teachers/adults at their school believe they can do a good job

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

100% of faculty will regularly practice mindfulness exercises with students. Integration of wellness/mindfulness via all classrooms supported by district wellness counselor.

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)
25,000	SPARK 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Implementation and delivery of comprehensive guidance lessons via school based counselor. Lessons will be delivered on a weekly basis through an identified grade level content area or advisory period.

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)

48,800

LCFF

1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

7th Grade.

Strategy/Activity

Universal mental health screening tool to identify students with high levels of depression, anxiety, and/or suicidal ideation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

6,100 LCFF

4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

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: 2020-21

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

ANALYSIS

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

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

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

The amount of mindfulness was less than anticipated due to the pandemic.

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.

The addition of a universal screening tool and comprehensive guidance lessons are critical improvements in this goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$401,300.00

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	\$49,000.00
Title II	\$10,000.00

Subtotal of additional federal funds included for this school: \$59,000.00

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

State or Local Programs	Allocation (\$)
LCFF	\$89,900.00
LCFF - Base	\$207,000.00
SPARK	\$25,000.00
SPARK, PTA	\$20,400.00

Subtotal of state or local funds included for this school: \$342,300.00

Total of federal, state, and/or local funds for this school: \$401,300.00

School Site Council Membership

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

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

Name of Members	Role

Dr. Toni Brown	Principal
Nathan Beach	Classroom Teacher
Jacob Powell	Classroom Teacher
Sasha Morozoff	Parent or Community Member
Tina Mullen	Parent or Community Member
Dawniele Pasha	Other School Staff
	Parent or Community Member
Shahan Ajmani	Secondary Student
Paige Edelen	Secondary Student
Sam Schirmer	Secondary Student
Tatum Buoy	Secondary Student
Owen Scheeline	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10/18/21.

Attested:

Principal, Toni Brown on 10/18/21

SSC Chairperson, Sasha Morozoff on 10/18/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning

Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.
 [NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 - 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - 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
 - 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).
 - Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/fg/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019





What Surveys Were Given?

Surveys were administered between March 29 and April 16. This was also the same timeframe where LCMSD transitioned from AM/PM to full classrooms.

Six surveys were administered:

- → Cove Parents
- → Neil Cummins Parents
- → Hall Parents
- → Staff
- → Grades 3-5 Students
- → Grades 6-8 Students



WHO PARTICIPATED IN OUR SURVEY?

PARENTS

STAFF

STUDENTS

→ 642 (635 in 2019; 926 in 2018) families responded (45% response rate in

responded (45% response rate in 2021; 42% response rate in 2019; 61% response rate in 2018) 75 (103 in 2019; 57 in 2018) certificated & classified staff

(47% response rate in 2021; 64% response rate in 2019; 34% response rate in 2018)

responded

→ 302 (425 in 2019;
 471 in 2018)
 3rd-5th
 Graders

(64% response rate in 2021; 84% response rate in 2019; 92% response rate in 2018)

→ 398 (361 in 2019;

326 in 2018)

6th-8th Graders

(77% response rate in 2021; 69% response rate in 2019; 63% response rate in 2018)





91% (98% in 2019; 96% in 2018) of staff members agree that they work in a professional and collegial environment.

67% (88% in 2019; 91% in 2018) of staff members agree that LCMSD is providing all students with access to a broad course of study covering basic and enrichment offerings.



Does your child/student feel connected to adults in their classroom?

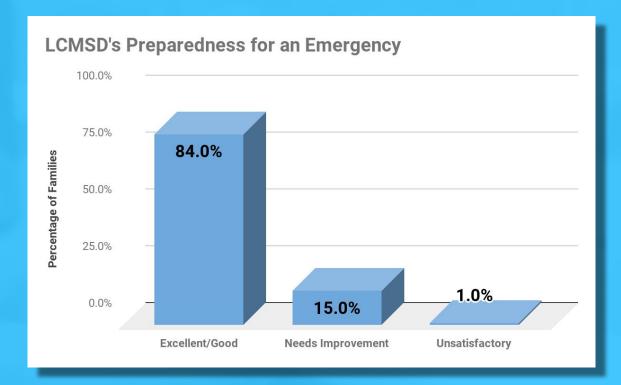
Parents	Cove	NC	Hall	Staff
Overall	Parents	Parents	Parents	
84%	94%	92%	82%	73%
(91% in 2019;	(91% in 2019;	(95% in 2019;	(93% in 2019;	(94% in 2019;
84% in 2018)	90% in 2018)	88% in 2018)	75% in 2018)	93%in 2018)

Does your child/student feel connected to other staff members on campus?

Parents	Cove	NC	Hall	Staff
Overall	Parents	Parents	Parents	
59%	73 %	61%	53%	73%
(88% in 2019;	(90% in 2019;	(89% in 2019;	(84% in 2019;	(93% in 2019;
78% in 2018)	87% in 2018)	80% in 2018)	67% in 2018)	95% in 2018)



2019 Question: How is LCMSD doing in terms of being prepared for emergency situations?





2021 Question: How satisfied are you with the education LCMSD is providing in the context of COVID-19?

65% of the respondents rated it a 9 or 10 (10 meaning very satisfied)

2021 Question: How satisfied are you with the safety practices LCMSD is providing in the context of COVID-19?

82% of the respondents rated it a 9 or 10 (10 meaning very satisfied)

Personalized Learning

	Parents	Cove (students)	Neil Cummins (students)	Hall (students)	Staff
I feel like my teacher(s) know me well	n/a	97% (91\$ in 2019; 94% in 2018)	95% (94% in 2018 and 2019)	X% (81% in 2019; 79% in 2018)	96% (93% in 2019; 86% in 2018)
My teacher knows how I learn best	71% (82% in 2019 and 2018)	93% (86% in 2018 and 2019)	90% (92% in 2019; 88% in 2018)	<mark>X%</mark> (78% in 2019; 75% in 2018)	n/a



Within a typical 10 day period...

staff members on average spent 7 days (7 in 2019; 5.5 in 2018) implementing an activity to intentionally take steps to learn about their students.

staff members on average spent 7 days (7 in 2019; 5.7 in 2018) implementing voice and choice to encourage their students' different perspectives, opinions, and options in which they engage in their learning.

Personalized Learning

	Parents	Cove	Neil Cummins	Hall	Staff
Differentiated Learning Opportunities (Parent responses by school)	(71% in 2018 and 2019)	84%	79%	52%	85% (94% in 2019; 72% in 2018)
Same topic can be learned in a different, more enriching and/or in-depth way	X% (70% in 2019; 72% in 2018)	91% (78% in 2019; 75% in 2018)	76% (76% in 2019; 73% in 2018)	<mark>X%</mark> (70% in 2019; 71% in 2018)	96% (97% in 2019; 98% in 2018)



Within a typical 10 day period...

staff members implement activities with flexible student groupings and/or classroom space 6 days (8 in 2019; 6 in 2018).

staff members on average ask students to solve authentic real-world problems 7 days (6 in 2019; 4.5 in 2018).

> staff members on average integrated activities involving creative and critical thinking 7 days (8 in 2019; 5.5 in 2018).

How do teachers personalize learning?

"Students choose leveled books for their book boxes based on the Core Phonics Survey, F&P results, and running records. During CGI story problem solving lessons, students are given different number sets based on ability. During Writer's Workshop, the teacher conferences with students to give feedback and next steps based on individual need. Students are given one-on-one teacher or aide support when needed."

"Students sometimes have a menu of choices. Sometimes students pick partners and sometimes I pick groups. Students fill out self and partner evaluations on project and work goals/performance."

How can the district support personalized learning in your classroom?

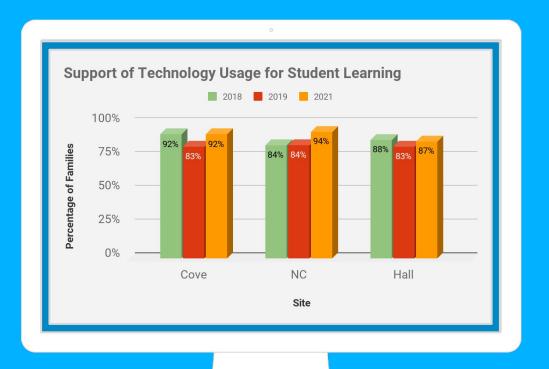
"The district plan for next year to have dedicated assessment time built into the school calendar will be a great boost to personalized learning in the district."

"Continued support in professional development to learn how to implement new curriculum; more leveled books for classroom library to keep up with demand for new titles."

87% (81% in 2019; 77% in 2018) of middle school parents are satisfied with the academic program at Hall Middle School.



Parents overall support how technology is being used for student learning.

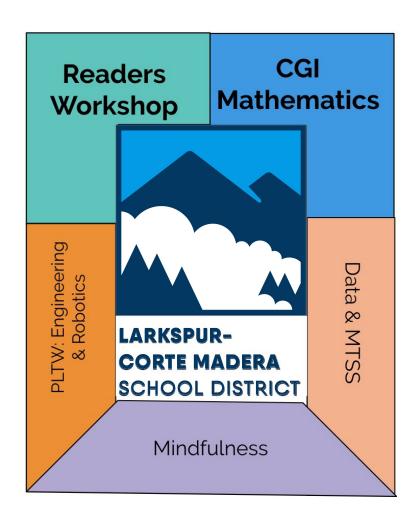




Within a typical 10 day period...

staff members on average integrate technology tools and technology-based practices 8 days (7 in 2019; 5 in 2018).

staff members on average spent 7 days (6 in 2019; 4.9 in 2018) implementing data informed activities, using student learning information to make specific decisions regarding student growth.



67% of parents (82% in 2019) feel that LCMSD is doing a good to excellent job in these focus areas

Staff Responses (overall 89% in 2019):

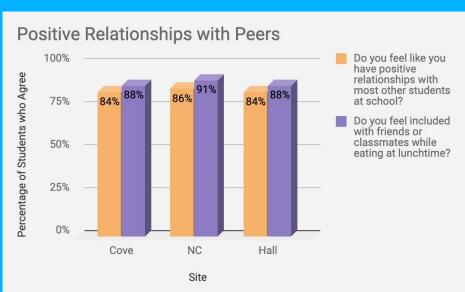
- Readers Workshop 87%
- CGI Mathematics 89%
- PLTW 56%
- Mindfulness 71%
- Data & MTSS 68%

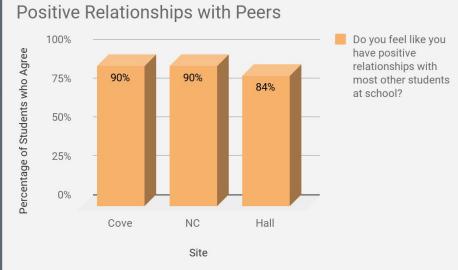
92% (93% in 2019; 92% in 2018) of families report that their children feel *emotionally safe* at school.

92% (88% in 2018 and 2019) of staff members report that LCMSD provides a safe environment for students.

Student response to positive relationships with peers

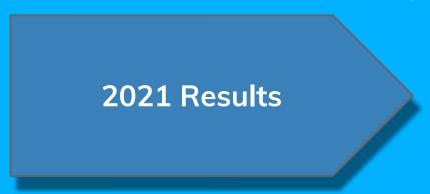


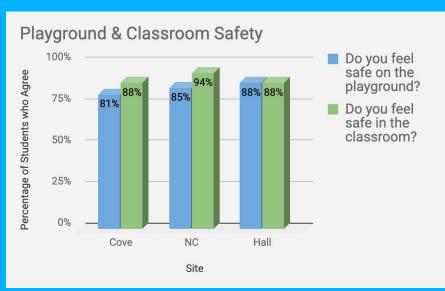




2019 Results

Student response to playground and classroom safety

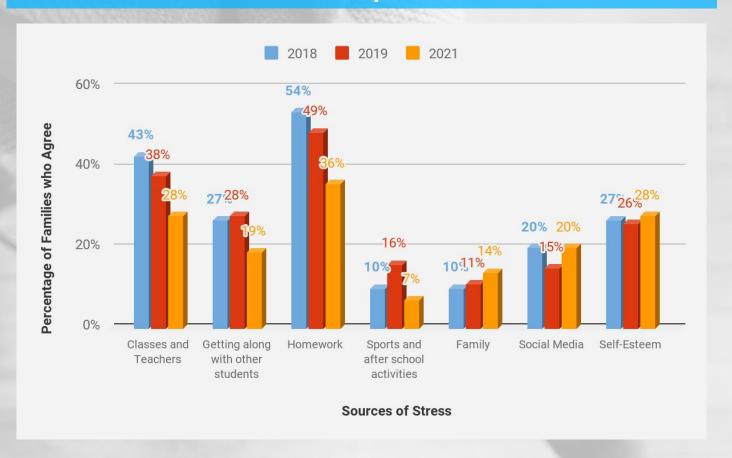






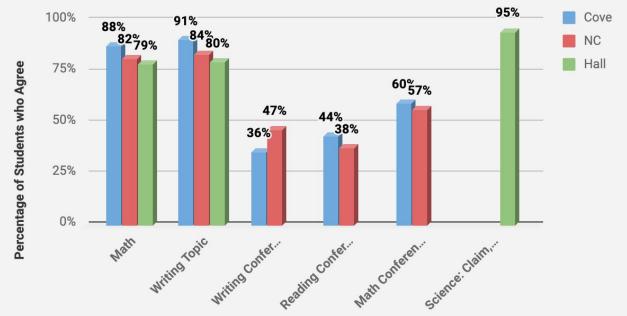
2019 Results

Middle School parents report the following as their student's top sources of stress.





Student Response to Specific Subject Areas



Math: During problem solving, I often have to show more than one strategy

Writing Topic: I am allowed to choose the topic I will write about

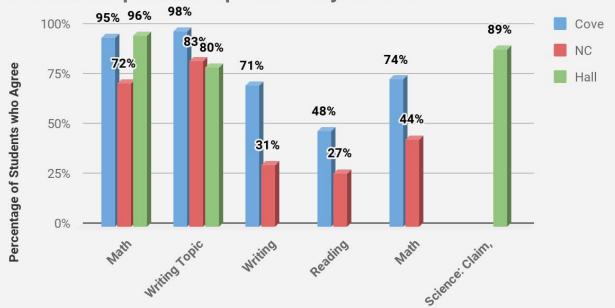
Writing Conferencing: My teacher talks to me about my writing individually/small group at least once a week

Reading Conferencing: My teacher talks to me about my reading individually/small group at least once a week

Math Conferencing: My teacher talks to me about my problem solving individually/small group at least once a week

Science Lab: I develop a claim, then provide evidence and reasoning to support it

Student Response to Specific Subject Areas



Math: During problem solving, I often have to show more than one strategy

Writing Topic: I am allowed to choose the topic I will write about

Writing Conferencing: My teacher talks to me about my writing individually/small group at least once a week

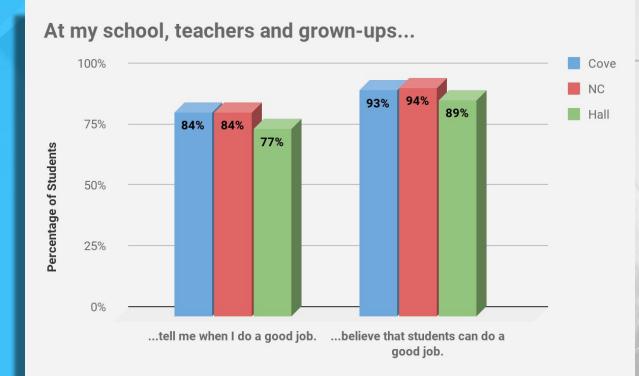
Reading Conferencing: My teacher talks to me about my reading individually/small group at least once a week

Math Conferencing: My teacher talks to me about my problem solving individually/small group at least once a week

Science Lab: I develop a claim, then provide evidence and reasoning to support it

"I am very very proud of all the time and effort I have put into my science homework and getting involved in several clubs, school sports, and yearbook. Plus I am rewarded and acknowledged for my hard work." ~ Hall Student



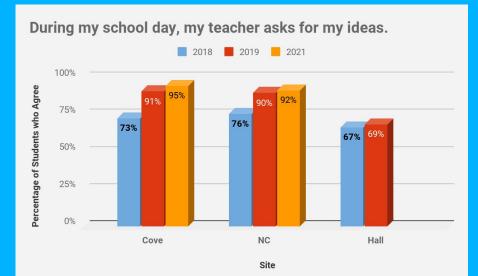


"Something I am proud of is inviting kids who usually sit alone to sit with me. I am also proud that I joined the beyond difference club and student council."

~ Hall Student

During my school day, I get to make choices in my learning.





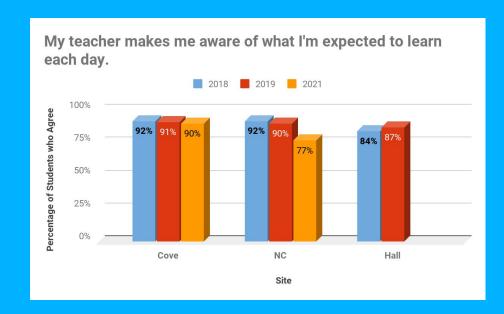
"I am proud of helping a friend when he was mad. I helped him calm down."

~ Neil Cummins Student

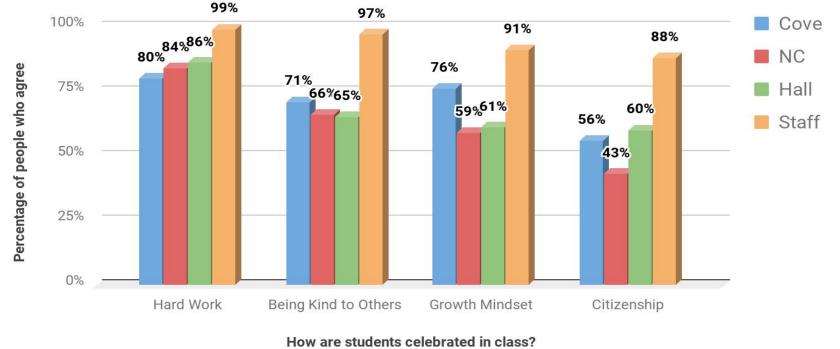
"I am proud of taking risks and going out of my comfort zone. I have also improved a lot in math, reading, and writing." ~ Cove Student

"I am proud of my writing this year in language arts because I feel like I have improved a lot since last year and my teacher continues to teach new things that make my writing better."

~ Hall Student

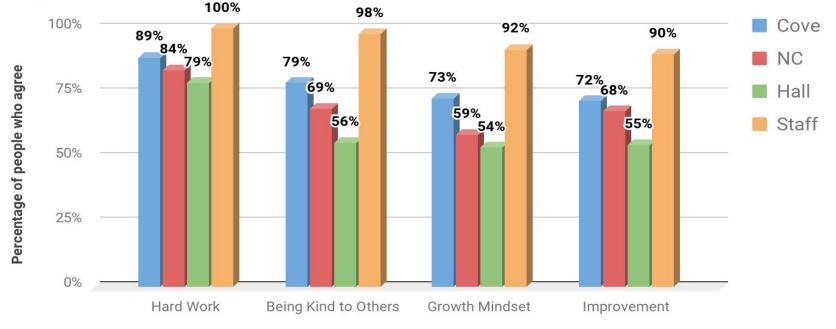






Students and Staff agree on the top 4 reasons students are celebrated in class



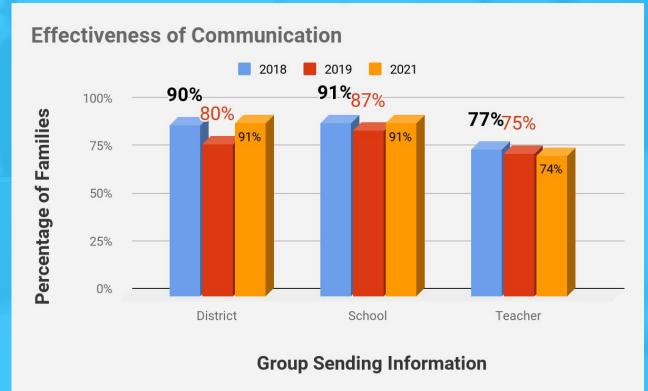


How are students celebrated in class?

Students and Staff agree on the top 4 reasons students are celebrated in class



How effective is the communication you are receiving?



79% of families overall would recommend our schools.

Beginning in 2021, this was rated on 1-10 scale. Percentage represents the number of 9's and 10's

Recommendation by Site

	Cove	Neil Cummins	Hall
Would you recommend your school?	78%	83%	57%

Beginning in 2021, this was rated on 1-10 scale. Percentage represents the number of 9's and 10's

"My child's teacher brings joy to her learning everyday." ~ LCMSD Parent

Next Steps...

- Share site specific data with School Site Councils, LCAP Committee, LCMEA, and CSEA
- Update LCAP metrics/actuals
- Use data to inform LCAP actions and professional development

Thank You LCMSD!

Any questions?

You can find me at: bgeithman@lcmschools.org