

School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Hall Elementary School	41690396044903	January 8, 2021	January 21, 2021

## 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

Leadership Team- 1/23/20 and 2/20/20  
Inclusion Team- 8/31/20 & 9/14/20  
CARE Team - 1/23/20 & 8/7/20  
SSC Meeting - 2/7/20, 3/6/20, 10/2/20, 11/20/20, 1/8/21  
Staff Meeting- 2/18/20 & 8/13/20  
Principal's Coffee Chat- 2/7/20

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language and Literacy

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

## Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, ELPAC, and district language & literacy interim assessments, with the expected outcomes outlined in the table below.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Overall we are seeing students grow towards proficiency. Our "all student" group is above standard.

While still performing below standard, we have seen a significant rise in our SED, EL and SwD student groups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"><li>• 18-19 Summative Indicators (eg SBAC)</li><li>• 19-20 for Leading Indicators (RI, F&amp;P)</li></ul>	Expected Outcome <ul style="list-style-type: none"><li>• 19-20 targets for Summative Indicators (eg SBAC)</li><li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li></ul>
SBAC ALL Students Status	21.9 points above standard	10 points above proficient
SBAC ALL Students Growth	13 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-16.2 points below standard	0 points above proficient
SBAC SED Students Growth	22.4 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	12.8 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	45.8 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	-3.5 points below	10 points above proficient
SBAC 5th Grade Students Status	62.2 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC 8th Grade Students Status	NA	10 points above proficient
Elementary: F&P All Students Status	63% met standard	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	61% met growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will determine baseline in 2020-2021	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

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 & Supporting Actions 1

### Strategy

Teach ELA standards within the district adopted curricula through integrated whole group and strategic small group lessons, using differentiation as well best practices in ELD and inclusion.

### Students to be Served by this Strategy

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

All Students, English Learners and Students with Disabilities

Teachers will attend data meetings to analyze student literacy data and set goals for student achievement 3x per year.	Paying teachers extra for their time.	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	5000.00
Teachers will participate in Professional Development during Tuesday staff meetings with a focus on ELD strategies and best practices in inclusion.	No additional cost to site.		
Teachers will participate in professional development focused on K-2 foundational skills and EL Strategies. In	Cost incorporated into line item above.		

3-5 the focus would be on on how to consolidate the foundational pieces to include as many pieces of Balanced Literacy, and ELD, as possible during the ELA block of time.			
Reading Specialist will provide Tier 3 Reading Recovery (1st grade) and small group intervention (to K - 3rd grades) to identified students as well as coaching to teachers for Tier 1 & Tier 2.	1.0 FTE Reading Specialist.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	139,394.00
Principal and reading specialist observation cycle, coaching, and feedback for teachers.	No additional cost to site.		
Inclusion Specialist will provide Tier 3 interventions and small group support to identified students as well as coaching to teachers and staff for Tier 1 & Tier 2 inclusion practices.	1.0 FTE Inclusion TOSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	104,769.00

## Strategy & Supporting Actions 2

### Strategy

Classroom teachers and school librarian will work together to provide a variety of culturally rich texts to support students to become broadly literate, independent readers across all content areas.

### Students to be Served by this Strategy

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

All students

Provide a variety of high interest texts, that are culturally and linguistically relevant in each classroom.	Purchasing books	4000-4999: Books And Supplies Donations	1100.00
Teachers will collaborate to develop protocols, set goals and to plan for a school wide reading buddy program when we return.	No additional cost to site		
Reading Specialist and Librarian will collaborate to implement a Literacy Week that incorporates the three shifts in literacy: reading complex text, writing with	Author Visit, materials & supplies	4000-4999: Books And Supplies Donations	500.00

evidence, academic discussions.			
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

## Goal 2

Increase student achievement in math, as measured by CAASPP and local assessments, with the expected outcomes outlined in the table below.

## Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

There was a rise with "all students."

SwD had a noticeable rise, and are almost at target.

While SED and EL groups did not meet target, they experienced a significant rise.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC ALL Students Status	11.2 points above	10 points above proficient
SBAC ALL Students Growth	13.8 point rise	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-26.5 points below	0 points above proficient
SBAC SED Students Growth	24.3 point rise	15 points rise in average distance from proficient
SBAC EL Students Growth	8.2 point rise	15 points rise in average distance from proficient
SBAC SwD Growth	29 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	1.2 points above	10 points above proficient
SBAC 5th Grade Students Status	22 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> <li>• 18-19 Summative Indicators (eg SBAC)</li> <li>• 19-20 for Leading Indicators (RI, F&amp;P)</li> </ul>	Expected Outcome <ul style="list-style-type: none"> <li>• 19-20 targets for Summative Indicators (eg SBAC)</li> <li>• 20-21 targets for Leading Indicators (RI, F&amp;P)</li> </ul>
SBAC 8th Grade Students Status	NA	10 points above proficient

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 & Supporting Actions 1

### Strategy

Teachers teach Math standards within the district adopted curricula through integrated whole group and strategic small group lessons, using differentiation as well best practices in ELD and Inclusion.

### Students to be Served by this Strategy

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

All Students; specifically English learners and students with learning disabilities.

Professional development and training in Counting Collections for new teachers, Distance Learning Teachers, and preschool teachers.	No cost to attend, as imbedded in PD days.		
Math TOSA to coach pre-k through 5 grade teachers; to provide support with PD on site Tuesday meetings; facilitate peer observation cycles, and support teacher/grade levels with new Distance Learning curriculum and best practices, as well as SVMl.	Math TOSA .3	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	46,835.00
Math TOSA will engage teachers in a cycle of inquiry based on the data analysis of student work.	No cost to site.		
Plan for the implementation of a new tool for observations and data collection that will guide teaching practice. Math TOSA will support with pre/post conferencing with teachers after their observations.	Imbedded in the cost of the Math TOSA.		

Collect data on an early elementary assessment from MARS/MAC that aligns with Benchmark in order to promote student achievement and inform instruction.	Data meetings, cost incorporated in Goal 1.		
Host STEM night in conjunction with the PTA to promote mathematical thinking, growth mindset, and math literacy.	Hourly rate for teachers	1000-1999: Certificated Personnel Salaries Donations	500.00
Collaborate with the Abbott complex schools around best practices in Math, and implementation during Distance Learning.	No cost.		



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Wellness

## LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

## Goal 3

Together staff and families will foster a positive, engaging school climate that enhances meaningful participation and school connectedness for ALL students.

## Identified Need

While on the CHKS data the majority of students reported feeling connected to school, when we return to in-person learning we anticipate there may be concerns with bias or disrespect and loss of community due to evolving cultural conditions created by the pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS 5th grade data	75% of 5th grade feel connected to school 39% of students report high levels of meaningful participation	Increase high levels of participation and connectedness

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 & Supporting Actions 1

### Strategy

Together staff and families will foster a positive, engaging school climate that enhances meaningful participation and school connectedness for ALL students.

### Students to be Served by this Strategy

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

All students.

Counselor and Care Team identify student needs and support Tier 1 strategies through an MTSS process.	.5 Counselor	1000-1999: Certificated Personnel Salaries Other	60,000.00
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Implementation of Second Step SEL Curriculum and support with SEL Parent Education.	.5 Counselor (see above)		
Conduct PBIS monthly meetings, continue to implement the and monitor Aries Data in order to support an MTSS model.	Additional classified support to input & monitor data	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	13,693.00
Build PBIS systems that support a safe, welcoming and caring environment in order to return to in-person learning.	Addition time for staff and materials	None Specified Title IV	14,600
Coordination of programs to support inclusion through virtual play, and cultivation of Student Leadership and Peer Partners. Coordination of virtual recess and social groups to support student wellness and connection.	Classified support for recess and wellness.	2000-2999: Classified Personnel Salaries Site LCFF Supplemental C	9,247.00
Facilitation of SEL student assemblies, morning meetings, lunch bunches, and friendship groups.	.5 Counselor (see above)		
Counseling Individual & Small Group	Counseling Intern (1.5 days/week), plus Counselor, plus Psychologist (see above)	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	
Increased Parent Education in partnership with Common Sense Media: virtual parent nights supported by PTA, weekly newsletter, weekly Principal Office Hours, updated website.	No cost		
Implementation of Zones Of Regulation, and creation of buddy classes that provide peer mentoring.	Psychologist (see above)		

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Family Engagement

## LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

## Goal 4

Strengthen school home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

## Identified Need

George Hall serves a diverse population of students and not all families are represented at our events.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tracking attendance at events. PTA Survey	Will collect baseline data this year.	Increase attendance and school/home connectedness.

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 & Supporting Actions 1

### Strategy

Build and sustain school-home communication systems that support learning and promote student achievement by increasing healthy partnerships between staff and families.

### Students to be Served by this Strategy

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

All students.

Hold three Common Sense Media parent workshops.	No additional funds.		
Hold Meetings in Morning and Evening to reach a broader range of parents, hold virtual meetings, and	No additional funds.		

post slides/recordings on website afterwards.			
Weekly school wide newsletter on academics and SEL.	No additional funds.		
Principal virtual office hours.	No additional funds.		
Utilize district translation services to provide translation and child care provided at all events.	Childcare & materials	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	1,000.00
Partner with PTA to facilitate two virtual family game night social events: one in Fall and Winter			
Site staff will create, facilitate, and host parent education events that promote inclusion.			
Web page parent communication.	Teacher additional time	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	1500.00

# 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
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Annaben Kazemi	Principal
Wendy Tam	Classroom Teacher
Adesola Seligman	Classroom Teacher
Nancy Lesley	Other School Staff
Jean Ries	Parent or Community Member
Eddy Kempkey	Parent or Community Member
Karen Larson	Parent or Community Member
Catherine Gaston	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1/8/2021.

Attested:



Principal, Annaben Kazemi on 1/6/2021

SSC Chairperson, Adesola Siligman on