

School Year: **2025-26**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
W.D. Hall Elementary	37-67991-6037741	June 5, 2025	August 5, 2025

## 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.

Based on the 24-27 Cajon Valley Local Control and Accountability Plan, there are four goals: All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values. All students, staff, and families will feel safe, empowered, and respected. All students will excel in reading, writing, listening, speaking, and mathematics. Students with disabilities will demonstrate expected yearly growth in literacy skills. In collaboration with our School Site Council, we have ensured our plan is aligned to the district LCAP goals with a specific focus on improvement in English language arts and mathematics, suspension and chronic absenteeism. The overall academic performance of students at WD Hall is at the low level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers W.D. Hall will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

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

W.D. Hall shall commit to a team based approach to learning for our students. Teacher teams allow for staff to more effectively meet the dynamic academic, social, and emotional needs of students by creating consistency throughout their academic day. They foster the development of deep and meaningful relationships between staff, students, and families while creating consistency in expectations for students both academically and socially across classrooms. W.D. Hall's student sub groups will have access to targeted intervention supports for their academic progress in the area of mathematics and English language arts.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

As seen in our previous data tables, we collect voice throughout the year using multiple surveys and data collection tools.

### Q12:

In order to collect data from our staff members, we use Gallup Q12. The Gallup Q12 is a proven tool that school districts utilize to measure staff engagement, providing insightful data on the key elements that drive employee satisfaction and commitment, thus enabling targeted strategies to enhance workplace morale and productivity. On our most current Q12, our engagement scores were:

4.07% engaged, which was an increase from 3.97% last year. Based on this survey, 4.62% of staff know what is expected of them at work. 4.03% of staff have the materials and equipment to do their job.

### SSC Surveys:

As a part of our SSC meetings, we review our site goals, metrics, and expenditures. At the end of each meeting, we collect feedback from our SSC and ELAC participants. In this survey, we asked for areas of pride (what is working?) and areas of growth (what isn't working?).

LCFF Priority Survey: High quality teaching staff was an area of pride. School building appearance was an area of growth.

Goal 1 Survey: According to our data, additional teacher collaboration time is helping our students make growth.

Goal 2 Survey: According to our data, adding an additional counselor is helping our students make more positive choices.

Goal 3 Survey: According to our data, small group instruction and reading intervention is helping our students make growth.

Annual Review Survey: According to our data, adding an additional counselor is helping our students make more positive choices. However, hands on incidents are still rising and remain an area for improvement.

## Classroom Observations

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

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

### Procedure for DEEP Process:

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

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

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

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

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

Based on these observations and evaluations, identified needs are more systematic English Language Development (ELD) instruction.

## **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)

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

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

Local assessments include: iReady Diagnostic Assessment for ELA/Math (please see sections Student Performance Data: Reading Diagnostic Assessment, Student Performance Data: Reading Diagnostic Growth Reports, Student Performance Data: Math Diagnostic Assessment, Student Performance Data: Math Diagnostic Growth Reports for additional information about our iReady Diagnostic data). In K-2, we also administer the CORE phonemic awareness and CORE phonics survey.

Grade level teams collaborate to determine appropriate benchmark and formative assessments based on the Cajon Valley priority standards by trimester. This data is used to improve instruction, plan small groups, and provide acceleration and/or intervention to students based on their individual needs. Additional data is collected through our adaptive programs which are used by staff to personalize learning based on student need.

Based on this data, identified needs are continued reading and math intervention.

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

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

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

Our school has also had an intentional focus on literacy improvement which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction as needed.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. In addition, we offer BTSA to our new teachers and pair them with a Cajon Valley teacher as a mentor.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. Based on our annual Williams audit we have found all students and staff have access to district adopted core curriculum materials. In order to ensure all staff members have access to professional learning, we have an asynchronous learning platform (Cajon 365), that provides learning 24-7. Staff members can find training and support for the district adopted curriculum, as well as best practices in academics and technology. In addition to Cajon365, all staff members are invited to participate in professional learning during Summer, Spring, and Winter academies.

W.D. Hall Elementary School offers systematic phonics instruction training in the Orton-Gillingham approach to all certificated staff for several strategic reasons, all aimed at enhancing the quality of literacy instruction and ensuring consistent, effective teaching practices across the school.

The need for additional Science of Reading (SoR) instruction at W.D. Hall Elementary School, through programs like LETRS (Language Essentials for Teachers of Reading and Spelling) and other SoR professional learning opportunities, stems from a commitment to providing the most effective and comprehensive literacy education. This professional learning aligns with educational standards, enhances teacher effectiveness, and promotes long-term academic success for all students.

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

Professional learning opportunities include: Digital badging through Cajon365, Academies, minimum day Mondays, release time, additional compensated planning time

All staff are provided access to our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation up to six hours of professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

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

A greater need to understand current instructional resources and standards

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

Differentiation of standards in order to personalize learning for all students

Additional time to plan when initiating new instructional models

W.D. Hall Elementary School supports staff development by ensuring alignment with content standards, leveraging student data to inform instruction, and addressing additional professional learning needs through a comprehensive, multi-faceted approach. This strategic support system enhances teacher effectiveness, leading to improved student outcomes and a culture of continuous improvement.

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

District Level Instructional Coaches and Program Specialists will provide ongoing instructional assistance and support for teachers in English Language Arts, Mathematics, English Learner and Special Education Strategies, and Visual and Performing Arts. For our teachers in need of clearing their credential, we offer BTSA mentorship and support over two years.

W.D. Hall Elementary School provides comprehensive instructional support for teachers through the integration of instructional coaches, collaboration with special education and intervention teachers, and a range of professional development opportunities.

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

Teachers are provided grade level collaboration time during early release Mondays.

W.D. Hall Elementary School's structured collaboration framework, which includes monthly professional learning sessions around the Science of Reading (SoR), frequent grade-level collaborations, and regular team planning meetings, is designed to enhance teachers' instructional practices and improve student outcomes. By focusing on the Science of Reading and fostering a collaborative professional community, W.D. Hall ensures that teachers are well-equipped to provide high-quality, data-driven literacy instruction.

## Teaching and Learning

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

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

Instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, and ST Math

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

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

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

All schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

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

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

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

As part of our districtwide literacy initiative, master schedule flexibility is crucial as we are collecting data throughout the year to determine intervention needs.

W.D. Hall Elementary School's approach to scheduling ensures that students do not miss core instruction, phonics instruction, intervention groups, or specialized academic instruction. By prioritizing core instruction, coordinating intervention and support times, utilizing inclusive and pull-out models effectively, leveraging technology, maximizing instructional time, maintaining strong communication channels, and continuously monitoring and adjusting schedules, the school creates a learning environment where all students can thrive.

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

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

Standards Aligned CVUSD Adopted Curriculum: (TK)  
The InvestiGator Club- Let's Investigate. (ELA/ELD/Math/Science/SocialStudies)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)  
English Language Arts/ELD Nat Geo "Reach for Reading"  
BMAP/Dual Language Arts/ELD Houghton Mifflin "Wonders/Maravillas"  
Mathematics Houghton Mifflin "Go Math"  
Science MacMillian/McGraw-Hill, California Science  
Social Studies Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)  
English Language Arts/ELD McGraw Hill, Study Sync  
Mathematics Houghton Mifflin "Go Math"  
Science Amplify Science  
Social Studies Teacher's Curriculum Institute "History Alive"

## Opportunity and Equal Educational Access

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

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

iReady ELA Teacher Toolbox and Online Lessons  
iReady Math Teacher Toolbox and Online Lessons  
Adaptive Online Programs (ST Math, Khan Academy, Beable)  
School Counselor  
Community Liaison  
Paraprofessional Support

W.D. Hall Elementary School's strategic use of the Orton-Gillingham Comprehensive Plus program for Tier 1 and Tier 2 interventions, along with the Barton Reading and Spelling System for specialized academic instruction groups, ensures that all students receive the appropriate level of support without missing core instruction. Through careful scheduling, collaborative planning, and continuous monitoring, the school effectively meets the diverse literacy needs of its students, fostering a supportive and inclusive learning environment.

By incorporating Orton-Gillingham training for paraprofessionals, W.D. Hall Elementary School will enhance its capacity to provide targeted and effective literacy instruction to all students. This initiative not only supports student learning and achievement but also strengthens professional development opportunities for paraprofessionals, fostering a collaborative and supportive educational environment.

## Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance  
Teacher Collaboration focused on Data Analysis and Instructional Planning  
Guided Language Acquisition and Design Strategies (GLAD)  
Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving  
Small-group Instruction  
Improvement Science (Plan, Do, Study, Act Cycles)  
Needs Assessments (Quantitative Data & Qualitative Data)  
Science of Reading, LETRS Training  
Barton Reading and Spelling System  
Orton-Gillingham Comprehensive Plus

## Parental Engagement

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

School Counselor  
Community/Parent Liaison  
Parent University and Workshops  
Student Study Teams Process (SST)  
School Needs Assessment  
School Parent Walk-throughs and Program Evaluation  
Title 1 Meeting for Data Analysis and LCAP Goals  
Extended Learning Opportunities  
Parent Engagement Site Planning and Goal Setting

Our current parent communication platform is Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

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

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Title 1 Parent Meetings, Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

## Funding

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

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

2 Intervention Teachers

2 School Counselors

Community/Parent Liaison

Cajon 365 & Academy Professional Development (GLAD, OG, CGI, LETRS)

After-school Tutoring

## Fiscal support (EPC)

Title I, II, III, IV

Supplemental Concentration Funds

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

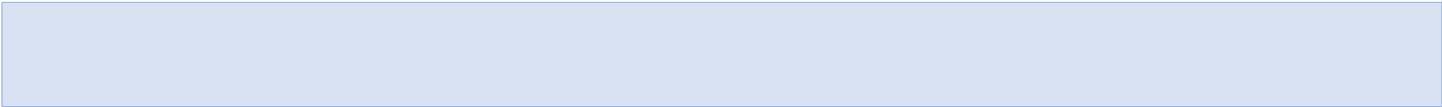
The School Plan for Student Achievement (SPSA) at our school is an integral process that relies on the continuous engagement of parents, students, and other stakeholders, particularly those representing diverse subgroups. The process involves ongoing review and development that includes assessing needs and evaluating programs through the School Site Council (SSC), Title I meetings, and the English Learner Advisory Committee (ELAC).

Each spring, using annual review data from the previous SPSA and by conducting site needs assessments, the site SPSA development process begins. In collaboration with SSC, the site SPSA is developed based on identified needs. Before the end of the year, through the SSC process, this site SPSA is approved and send to the district school board for final approval.

This sets the stage for a year-round evaluation of existing programs to ensure they meet the evolving needs of our students. Throughout the year, the SSC meets regularly not only to review goals, metrics, and expenditures but also to monitor the effectiveness of implemented programs. Decision-making is data-driven, focusing on student outcomes to adapt educational programs, professional learning opportunities, and any supplemental curriculum required.

Our Title I meeting provides a platform for community input into the SPSA. This occurs alongside regular ELAC meetings, where the focus is on the needs of English Learners, culminating in recommendations for SPSA development.

Key to this continuous process is the SSC's role in periodically reviewing and revising the SPSA. With input from various educational partners, including insights from the ELAC and data from the Site Needs Assessment, the SSC makes necessary revisions during their meetings throughout the year, ensuring the plan and budget consistently align with school needs. Additionally, staff meetings and student polls contribute ongoing feedback, ensuring that the SPSA truly reflects the needs and aspirations of the entire school community.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.38%	0%	%	2	0	
African American	4.79%	6.3%	7.20%	25	34	39
Asian	5.17%	5.56%	6.64%	27	30	36
Filipino	0.19%	0.19%	%	1	1	
Hispanic/Latino	37.55%	36.3%	37.08%	196	196	201
Pacific Islander	0.77%	0.93%	0.74%	4	5	4
White	44.83%	44.81%	42.99%	234	242	233
Multiple/No Response	5.36%	5.37%	4.80%	28	29	26
<b>Total Enrollment</b>				522	540	542

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	95	79	67
Grade 1	80	93	74
Grade 2	75	84	98
Grade3	92	87	91
Grade 4	93	93	87
Grade 5	87	104	97
<b>Total Enrollment</b>	522	540	542

### Conclusions based on this data:

1. We continue to be a richly diverse community of learners with a variety of needs. Our goals reflect a focus on social-emotional learning that includes diverse perspectives and encourages students to create space for all. We will continue to focus on creating a strong sense of belonging and community in addition to our academic focus areas.
2. As of May 2025, WD Hall's current enrollment is 609 students.
3. Based on this data we have seen an increase in enrollment. An identified need is more space, staff, and additional resources.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	176	169	191	33.70%	31.30%	35.20%
Fluent English Proficient (FEP)	21	18	20	4.00%	3.30%	3.70%
Reclassified Fluent English Proficient (RFEP)	14	16	10	2.70%	3.00%	1.80%

### Conclusions based on this data:

1. Over the last 3 years, our % of EL's has increased from 31.3 and 35.2%.
2. The number of students who have qualified as fluent English proficient decreased from 4% to 3.7%.
3. Based on this data, we will continue to focus on English Learner growth by our district multilingual coach and two intervention teachers supporting teachers in deepening practice with instructing English learners within all content areas.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>All Grades</b>	291	280	274	289	275	268	289	275	268	99.3	98.2	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>All Grades</b>	N/A	N/A	N/A	9.69	6.18	7.84	13.49	15.64	16.79	22.84	23.27	18.66	53.98	54.91	56.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>All Grades</b>	8.65	6.91	5.60	55.71	59.64	59.33	35.64	33.45	35.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>All Grades</b>	7.27	3.27	6.74	45.33	50.18	38.95	47.40	46.55	54.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>All Grades</b>	6.92	5.09	3.73	67.47	65.09	65.30	25.61	29.82	30.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>All Grades</b>	5.54	4.73	6.72	61.59	57.09	58.58	32.87	38.18	34.70

### Conclusions based on this data:

- 24.63% of students scored in the Standard Met or Exceeded in ELA.

2. Reading and Writing continue to be the areas of greatest need, with 65.3% of W.D. Hall students at/near or above standard in Research/Inquiry and 45.69% in Writing.
3. 56.72% of students scored Standard Not Met in ELA. Based on this data, an identified need is for additional literacy professional learning and targeted Tier 2 interventions for students that are not showing growth.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A	5.92	4.03	6.02	12.54	14.29	9.77	23.00	24.91	24.44	58.54	56.78	59.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	7.67	6.96	5.26	34.15	37.00	37.59	58.19	56.04	57.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	5.57	5.49	6.02	45.30	41.39	36.84	49.13	53.11	57.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	5.92	3.66	4.89	50.52	50.18	48.50	43.55	46.15	46.62

### Conclusions based on this data:

- 15.79% of W.D. Hall students met/exceeded standard in Math.
- W.D. Hall students were lowest in the area of Concepts & Procedures with 42.85% of students at/near or above standard. W.D. Hall's students were most successful in Communicating Reasoning with 53.39% at/near or above standard. In Problem Solving & Modeling/Data Analysis, 42.86% scored at/near or above standard.
- Further analysis is done on an ongoing basis by grade level teams/teachers to identify and address specific concepts and skills in which students need more explicit instruction and/or practice.

# School and Student Performance Data

## ELPAC Results

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	23.68	36.00	13.89	36.84	40.00	25.00	31.58	20.00	27.78	7.89	4.00	33.33	38	25	36
<b>1</b>	10.34	0.00	7.69	41.38	21.74	34.62	34.48	65.22	30.77	13.79	13.04	26.92	29	23	26
<b>2</b>	0.00	7.41	8.00	26.92	40.74	32.00	34.62	29.63	28.00	38.46	22.22	32.00	26	27	25
<b>3</b>	0.00	3.03	10.53	34.62	21.21	23.68	46.15	36.36	23.68	19.23	39.39	42.11	26	33	38
<b>4</b>	13.89	19.35	5.71	36.11	35.48	25.71	38.89	32.26	34.29	11.11	12.90	34.29	36	31	35
<b>5</b>	15.79	10.71	10.71	26.32	57.14	14.29	31.58	25.00	42.86	26.32	7.14	32.14	38	28	28
<b>All Grades</b>	11.92	12.57	9.57	33.68	35.93	25.53	35.75	34.13	30.85	18.65	17.37	34.04	193	167	188

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	13.16	28.00	13.89	44.74	48.00	22.22	31.58	20.00	25.00	10.53	4.00	38.89	38	25	36
<b>1</b>	41.38	4.35	15.38	24.14	39.13	38.46	27.59	47.83	23.08	6.90	8.70	23.08	29	23	26
<b>2</b>	3.85	14.81	8.00	42.31	44.44	36.00	38.46	29.63	28.00	15.38	11.11	28.00	26	27	25
<b>3</b>	15.38	15.15	26.32	42.31	42.42	26.32	23.08	6.06	10.53	19.23	36.36	36.84	26	33	38
<b>4</b>	30.56	41.94	22.86	55.56	41.94	28.57	11.11	3.23	20.00	2.78	12.90	28.57	36	31	35
<b>5</b>	23.68	50.00	21.43	50.00	42.86	39.29	10.53	0.00	7.14	15.79	7.14	32.14	38	28	28
<b>All Grades</b>	21.76	26.35	18.62	44.04	43.11	30.85	22.80	16.17	18.62	11.40	14.37	31.91	193	167	188

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	10.00	24.00	11.11	23.33	28.00	27.78	36.67	44.00	38.89	30.00	4.00	22.22	30	25	36
<b>1</b>	0.00	0.00	3.85	0.00	30.43	26.92	35.00	39.13	30.77	65.00	30.43	38.46	20	23	26
<b>2</b>	0.00	7.41	4.00	42.86	48.15	32.00	19.05	11.11	20.00	38.10	33.33	44.00	21	27	25
<b>3</b>	0.00	0.00	2.63	8.82	3.03	15.79	52.94	33.33	28.95	38.24	63.64	52.63	34	33	38
<b>4</b>	4.88	9.68	2.86	19.51	25.81	17.14	34.15	19.35	34.29	41.46	45.16	45.71	41	31	35
<b>5</b>	0.00	3.57	10.71	6.90	21.43	7.14	44.83	53.57	25.00	48.28	21.43	57.14	29	28	28
<b>All Grades</b>	8.29	7.19	5.85	23.32	25.15	20.74	33.68	32.93	30.32	34.72	34.73	43.09	193	167	188

**Conclusions based on this data:**

1. Approximately 35.1% of W.D. Hall English Learners are performing at the Levels of 3 and 4. This indicates that we have a large amount of English Learners who need intervention in order to Reclassify.
2. Approximately 34.04 % of the English learners at W.D. Hall Elementary School are performing at Level 1 in the overall language category. These students have been identified as at risk and funding will be allocated to provide additional language development assistance for these students in an effort to ensure that they acquire full proficiency in English as rapidly and effectively as possible.
3. The number of students performing at Level 4 decreased from 12.57 (2022-2023) to 9.57 (2023-2024).

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
542	88.2%	35.2%	0.4%
Total Number of Students enrolled in W.D. Hall Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	191	35.2%
Foster Youth	2	0.4%
Homeless	8	1.5%
Socioeconomically Disadvantaged	478	88.2%
Students with Disabilities	132	24.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	7.2%
American Indian	0	0.0%
Asian	36	6.6%
Filipino	0	0.0%
Hispanic	201	37.1%
Two or More Races	26	4.8%
Pacific Islander	4	0.7%
White	233	43%

### Conclusions based on this data:

1. The Socioeconomically Disadvantaged student population is 88.2% which is an increase from 82.4% in 22-23.

2. Students with disabilities are 24.4% which is also an increase from 20.7% in 22-23 school year. 35.2% of our students are English learners which is an increase from 31.3% in the 22-23 school year.
3. This data indicates a strong need for differentiated supports and intentional implementation of site wide tiered systems of support.

# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. With ELA in ORANGE on the CA Dashboard, it is abundantly clear that we have systematic work to do. One factor is ensuring all students' fundamental needs are met, so they can learn and thrive.
2. Chronic absenteeism is in the ORANGE according to the CA Dashboard. We will keep students engaged in school and support their individual needs to keep them at school. Teachers will continue to develop integrated units of study that increase engagement, support individual and personalized intervention plans in a Multi-Tiered-System of

Support. Teachers will have the support of their principal, assistant principal, two counselors, and two intervention teachers as they analyze data, design and adjust interventions and deliver effective instruction.

3. Suspension data shows that suspensions are at the YELLOW level. Our Tier 1 Behavior/PBIS team is committed to continue honing interventions and revising the SST process so that all needs are met and learning thrives. Suspensions do not solve the problems that are underlying. We remain committed to intervening before suspension is necessary. Our action goals will reflect supports for the counselors, principal, assistant principal, and teachers to reward and encourage students.

# School and Student Performance Data

## Academic Performance English Language Arts

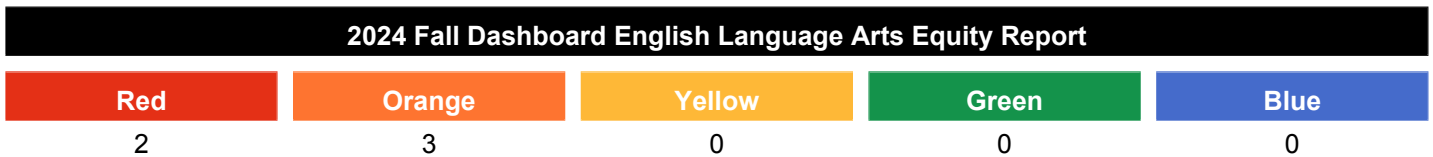
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>67.6 points below standard</p> <p>Maintained 0.8 points</p> <p>246 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>94.8 points below standard</p> <p>Increased 4.4 points</p> <p>91 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>72.7 points below standard</p> <p>Maintained 0.9 points</p> <p>210 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>113.5 points below standard</p> <p>Declined 9.0 points</p> <p>78 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>135.6 points below standard</p> <p>Declined 72.8 points</p> <p>14 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>76.0 points below standard</p> <p>Declined 34.4 points</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>79.7 points below standard</p> <p>Increased 6.9 points</p> <p>88 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>2.1 points below standard</p> <p>Increased 52.9 points</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>60.8 points below standard</p> <p>Maintained 1.2 points</p> <p>114 Students</p>

**Conclusions based on this data:**

1. W.D. Hall Elementary falls within the ORANGE range for English Language Arts according to the CA Dashboard. This data indicates a need for W.D. Hall Elementary School to participate in professional learning to focus on improving student learning outcomes in English Language Arts.
2. Current English Learners were at 94.8 points below standard. (ORANGE)  
Students with disabilities were 113.5 points below standard. (RED)  
Socioeconomically Disadvantaged students were 72.7 points below standard (RED)
3. Students with disabilities and socioeconomically disadvantaged students fell within the very low category. English learners fell within the low category. Both need strategic, intentionally differentiated and rigorous instruction. We will write specific goals and strategies to improve outcomes for these subgroups.

# School and Student Performance Data

## Academic Performance Mathematics

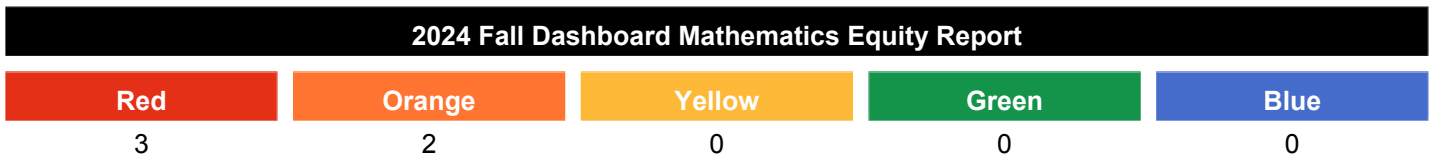
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>87.1 points below standard</p> <p>Declined 11.0 points</p> <p>248 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>109.0 points below standard</p> <p>Declined 24.9 points</p> <p>94 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>94.9 points below standard</p> <p>Declined 14.3 points</p> <p>212 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>124.7 points below standard</p> <p>Declined 12.9 points</p> <p>77 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>183.4 points below standard</p> <p>Declined 90.2 points</p> <p>14 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>68.3 points below standard</p> <p>Declined 9.8 points</p> <p>18 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>102.6 points below standard</p> <p>Declined 4.9 points</p> <p>90 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>38.6 points below standard</p> <p>Increased 33.3 points</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>75.7 points below standard</p> <p>Declined 13.8 points</p> <p>113 Students</p>

**Conclusions based on this data:**

1. W.D. Hall Elementary falls within the ORANGE range for Math according to the CA Dashboard. W.D. Hall Elementary School will participate in professional learning to focus on improving student learning outcomes in Math.
2. Students with disabilities declined by 12.9 points and moved into the RED range. English Learners declined 24.9 points and are in the RED range. Socioeconomically Disadvantaged students decreased by 14.3 points and are in the ORANGE range.
3. This data indicates a need for strategic, intentionally differentiated and rigorous instruction in math for these subgroups. Small group instruction that is data driven and personalized will be a focus for professional learning.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 31.1% making progress. Number Students: 135 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 14.1%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 53.3%	<b>Maintained ELPI Level 4</b> 2.2%	<b>Progressed At Least One ELPI Level</b> 26.7%

### Conclusions based on this data:

1. With 135 EL students we need to teach intentional language development lessons and continue to have daily dedicated ELD time.
2. English Learner progress is in the RED range, indicating a need for targeted intervention for English Learners.
3. 26.7% of the English Learner students at W.D. Hall Elementary have progressed a minimum of one ELPI level.  
2.2% Maintained their ELPI Level 4.  
14.1% DECREASED one ELPI level. (This indicates a need to analyze which students declined and why.)

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>30.5% Chronically Absent</p> <p>Declined 1.9</p> <p>590 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>28.9% Chronically Absent</p> <p>Declined 0.6</p> <p>218 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>20% Chronically Absent</p> <p>0</p> <p>20 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>31.8% Chronically Absent</p> <p>Declined 1.2</p> <p>525 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>34.9% Chronically Absent</p> <p>Declined 8.2</p> <p>175 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>28.3% Chronically Absent</p> <p>Declined 8.6</p> <p>46 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>15.4% Chronically Absent</p> <p>Increased 5.4</p> <p>39 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>33.9% Chronically Absent</p> <p>Declined 7.5</p> <p>218 Students</p>
<p><b>Two or More Races</b></p>  <p>Red</p> <p>45.2% Chronically Absent</p> <p>Increased 9.7</p> <p>31 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>28.7% Chronically Absent</p> <p>Increased 1.7</p> <p>251 Students</p>

**Conclusions based on this data:**

- Chronic absenteeism declined overall to 30.5%, which is a 1.9% reduction from the previous year.
- African American students =28.3% (declined 8.6%)  
Hispanic students=33.9% (declined 7.5%)  
Students who are two or more races = 45.2% (increased 9.7%)
- Students with disabilities and socioeconomically disadvantaged students are YELLOW in the area of chronic absences. English learners are ORANGE in the area of chronic absences.  
  
Two or more races and white students have the highest rate of chronic absenteeism at 45.2% and 28.7%, respectively.  
  
This indicates a need to support staff in engaging and connecting students with English Learners.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

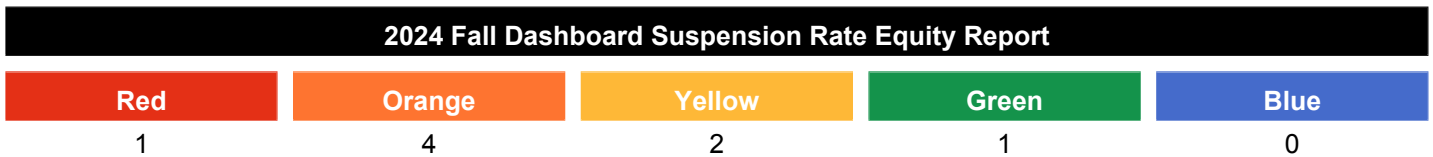
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>4.9% suspended at least one day</p> <p>Declined 0.3%</p> <p>614 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Maintained 0.1%</p> <p>226 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>22 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Maintained 0.2%</p> <p>547 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>8.8% suspended at least one day</p> <p>Declined 1%</p> <p>181 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>8.3% suspended at least one day</p> <p>Increased 1%</p> <p>48 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 2.4%</p> <p>41 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>4.9% suspended at least one day</p> <p>Declined 1.9%</p> <p>225 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>3% suspended at least one day</p> <p>Declined 3.4%</p> <p>33 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>5% suspended at least one day</p> <p>Increased 0.7%</p> <p>262 Students</p>

**Conclusions based on this data:**

1. Overall suspension rates are YELLOW, at 4.9% of students suspended at least once.
2. This indicates a need to continue systematically planning for our social emotional learning as a means to support all students.
3. Students w/ Disabilities=YELLOW (8.8%)  
English Learners= ORANGE (4.9%)  
Socioeconomically Disadvantaged= ORANGE (4.9%)

# School and Student Performance Data

## iReady Reading Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
<b>All Students</b>	47	28	25	46	25	29	-1%
<b>English Learners</b>	34	30	37	29	24	47	-5%
<b>Socioeconomically Disadvantaged</b>	44	29	27	45	25	30	1%
<b>Students with Disabilities</b>	27	27	46	26	25	49	-1%

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
<b>American Indian or Alaska Native</b>	100	00	0	100	0	0	0%
<b>Asian</b>	58	27	15	46	18	36	-12%
<b>Black or African American</b>	23	43	34	45	22	33	22%
<b>Native Hawaiian or Other Pacific Islander</b>	43	14	43	83	0	17	40%
<b>White</b>	53	26	22	50	25	25	-3%
<b>Two or More Races</b>	66	25	9	50	27	23	-16%
<b>Hispanic or Latino</b>				38	29	33	

### Conclusions based on this data:

1. When comparing our 22-23 and 22-24 iReady Diagnostic #3 scores, we found a decrease in the students in Tier 1 (on grade level) of 1%.
2. When comparing our 22-23 and 22-24 iReady Diagnostic #3 scores, we found an 5% decrease in students performing in Tier 1 for our English Learner student group. This indicates we need to continue our targeted focus on integrated/designated English Language Development.
3. When comparing our 22-23 and 22-24 iReady Diagnostic #3 scores, we found a 16% decrease in students performing in Tier 1 for our two or more races student group.

# School and Student Performance Data

## iReady Reading Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2022-2023 Based on D3	2023-2024 Based on D3
All Students	56	51
Socio-economically Disadvantaged	56	49
English Learners	53	48
Students w/Disabilities	49	49

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2022-2023 Based on D3	2023-2024 Based on D3
Hispanic or Latino		50
American Indian or Alaska Native	100	100
Asian	72	41
Black or African American	53	45
Native Hawaiian or Other Pacific Islander	57	80
White	54	51
Two or More Races		54

### Conclusions based on this data:

1. 51% of students are on track to meet their typical growth for 23-24.  
49% of student with disabilities are on track to meet their typical growth for 23-24.  
49% of Socio-economically Disadvantaged are on track to meet their typical growth for 23-24.
2. 48% of English Learners are on track to meet typical growth for 23-24.
3. This data indicates a continued need to personalized and differentiate learning for all students that is grounded in data and science backed strategies.

# School and Student Performance Data

## iReady Math Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	36	42	23	33	41	26	-3%
English Learners	28	40	32	21	40	39	-7%
Socioeconomically Disadvantaged	36	40	24	32	20	48	-4%
Students with Disabilities	17	40	43	16	36	48	-1%

Diagnostic #3 (% of students per tier)							
	22-23			23-24			
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	100	0	0	100	0	0	
Asian	62	35	4	40	36	24	
Black or African American	11	49	40	22	40	38	
Native Hawaiian or Other Pacific Islander	29	29	43	50	50	0	
White	40	41	19	35	43	22	
Two or More Races	53	41	6	40	37	23	
Hispanic or Latino				30	41	29	

### Conclusions based on this data:

1. When comparing our 22-23 and 23-24 iReady Diagnostic #3 scores, we found a decrease in the students in Tier 1 (on grade level) of 3%. We also saw a decrease in three students groups, English Learners, Students with Disabilities and Socioeconomically Disadvantaged.
2. When comparing our 22-23 and 23-24 iReady Diagnostic #3 scores, we found an increase in students performing in Tier 1 for our Black or African American student group.
3. When comparing our 22-23 and 23-24 iReady Diagnostic #3 scores, we found an increase in students performing in Tier 1 for our Native Hawaiian or Other Pacific Islander student group.

# School and Student Performance Data

## iReady Math Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth (Goal -70%)		
	2022-2023 Based on D3	2023-2024 Based on D3
All Students	45	40
Socio-economically Disadvantaged	45	40
English Learners	42	37
Students w/Disabilities	38	42

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth (Goal -70%)		
	2022-2023 Based on D3	2023-2024 Based on D3
Hispanic or Latino		41
American Indian or Alaska Native	0	0
Asian	68	48
Black or African American	33	40
Native Hawaiian or Other Pacific Islander	71	60
White	45	38
Two or More Races		46

### Conclusions based on this data:

- 40% of students are on track to meet their typical growth for 23-24.  
42% of student with disabilities are on track to meet their typical growth for 23-24.  
40% of Socio-economically Disadvantaged are on track to meet their typical growth for 23-24.
- 37% of English Learners are on track to meet typical growth for 23-24.
- This data indicates a continued need to personalized and differentiate learning for all students that is grounded in data and science backed strategies.

# School and Student Performance Data

## Annual Gallup Parent Survey Data

### Annual Gallup Parent Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19	32	52	43
19-20	40	47	13
20-21	46	49	6
21-22	47	41	13
22-23	32	45	23
23-24	37	52	11

### Gallup Parent Survey Key Engagement Items

Question: My child's school always delivers on what it promises.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.23	84	4
19-20	4.15	81	8
20-21	4.44	89	0
21-22	4.28	83	6
22-23	3.94	68	7
23-24	4.07	71	4

Question: I feel proud to be a parent at my child's school.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.24	76	12
19-20	4.34	82	11
20-21	4.61	93	4
21-22	4.38	89	8
22-23	4.08	73	14
23-24	4.26	78	0

Question: This school is a perfect fit for my child.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	3.96	69	12
19-20	4.11	75	11
20-21	4.41	88	4

<b>21-22</b>	4.18	82	8
<b>22-23</b>	3.89	67	14
<b>23-24</b>	4.18	78	7

**Conclusions based on this data:**

1. Based on the data, our highest performing indicator for 2023-2024 was I feel proud to be a parent at my child's school.
2. Based on the data, our lowest performing indicator was My child's school always delivers on what it promises.
3. In 2023-2024, 37% of our parents were Fully Engaged, which is an increase since last year.

# School and Student Performance Data

## Annual Gallup Student Survey Report

### Annual Gallup Student Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19			
20-21	58	26	15
21-22	67	24	9
22-23	53	36	11
23-24	42	36	22

### 23-24 Question Analysis

	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At this school, I get to do what I do best every day	54	14
My teachers make me feel my schoolwork is important	70	16
I feel safe in this school.	46	31
I have fun at school.	69	16
I have a best friend at school.	96	4
In the last seven days, someone has told me I have done good work at school.	52	32
In the last seven days, I have learned something interesting at school.	55	20
The adults at my school care about me.	63	15
I have at least one teacher who makes me excited about the future.	76	8

### Conclusions based on this data:

1. Based on the data, our highest performing indicator for 2023-24 was in the "I have a best friend at school" category.
2. Based on the data, our lowest performing indicator for 2023-24 was in the "I feel safe at school" category.
3. In 2023-24, 42% of our students were Fully Engaged, which decreased from 53% last year.

# School and Student Performance Data

## Student Survey Report

Goal 1		
Fall 2024	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At least one adult in my school knows my interests.	63.9	19.4
At least one adult in my school knows my hopes/goals for the future.	48.6	29.2
The things I'm learning in school are important to me.	68.1	10.4
The things I'm learning in school are important to my future.	77.1	9.7

Goal 2		
Fall 2024	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
I feel safe at school.	68.8	15.3
My school is clean.	51.4	16.7
Adults at my school treat me with respect.	70.8	11.1
I feel like I belong at my school.	54.9	21.5
My classmates treat me with respect.	45.8	17.4
I enjoy being at school.	48.6	18.1
I have a best friend at school.	87.5	1.4

### Conclusions based on this data:

1. Only 29.2% of students reported that at least one adult at school knows their hopes and goals for the future. This highlights a clear opportunity for us to strengthen our connections with students and be more intentional about helping them identify and work toward meaningful long-term goals. By creating more opportunities for goal-setting conversations and future-focused support, we can help students feel seen, supported, and motivated.
2. Only 45.8% of students reported that their classmates treat them with respect. This shows that we need to focus more on fostering a positive and inclusive school culture where kindness, empathy, and mutual respect are consistently taught, modeled, and reinforced. Strengthening our social-emotional learning practices and encouraging peer connection can help improve the way students interact with one another.
3. 87% of students reported that they have a best friend at school, which is a strong indicator of positive peer connections and a sense of belonging. This is something to celebrate, as friendships play an important role in students' emotional well-being and overall school experience. We can continue to build on this strength by creating opportunities for collaboration, teamwork, and inclusive social environments.

# 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

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## LEA/LCAP Goal

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.

## Goal 1

By June 2026, W.D. Hall Elementary School will increase overall student engagement by 2%, as measured by the annual Priority 6 survey, by strengthening adult-student relationships and increasing opportunities for students to explore their strengths, interests, and future goals. This will be achieved through continued implementation of the Science of Reading and Orton-Gillingham Comprehensive Plus to support foundational literacy, as well as the integration of early career exploration activities and student voice opportunities across grade levels. Progress will be monitored through student engagement surveys, reading diagnostic data, and staff feedback on implementation practices.

## Identified Need

At W.D. Hall, we recognize the importance of building strong foundational skills and preparing students for lifelong success. A key area of focus is continuing a strong phonics program to help all students—especially our English Learners and Students with Disabilities—become confident, fluent readers. Phonics is essential for building skills in reading, spelling, vocabulary, and comprehension, and gives students the tools they need to thrive across all subjects.

In addition to academic foundations, we know that early access to career development is just as important. Helping students explore their interests, set goals, and develop skills early on empowers them to make informed choices about their futures. Our survey results show that while many students believe they'll find a good job one day (84%) and see school as important to that future (77%), fewer feel personally connected—only 48% say an adult knows their hopes and dreams, and just 54% feel they get to do what they do best each day. Student engagement is also low at 49%.

This shows us that we need to continue building strong connections between students and adults, offer more opportunities for students to discover and use their strengths, and support them in seeing how what they're learning now connects to their future. By strengthening foundational reading skills and providing early, meaningful career exploration, we can help every student succeed—both in school and in life.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6 Student Survey	24-25 Priority 6 Student Survey	25-26 Priority 6 Student Survey

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>64% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests."</p> <p>48% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future."</p> <p>68% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to me."</p> <p>77% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to my future."</p>	<p>Increase % of respondents agreeing with each statement (4 or 5 rating) by 2%</p> <p>66% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests."</p> <p>50% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future."</p> <p>70% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to me."</p> <p>79% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to my future."</p>
Gallup Student Poll	<p>24-25 Student Gallup Poll 49% of students are engaged</p> <p>54% of respondents agreed (rating 4 or 5) with the statement "At this school, I get to do what I do best everyday."</p> <p>66% of respondents agreed (rating 4 or 5) with the statement "I have a great future ahead of me."</p> <p>84% of respondents agreed (rating 4 or 5) with the statement "I know I will find a good job in the future."</p>	<p>25-26 Student Gallup Poll Increase student engagement by 2%</p> <p>51% of students are engaged</p> <p>Increase % of respondents agreeing with each statement by 2%</p> <p>56% of respondents agreed (rating 4 or 5) with the statement "At this school, I get to do what I do best everyday."</p> <p>68% of respondents agreed (rating 4 or 5) with the statement "I have a great future ahead of me."</p> <p>86 % of respondents agreed (rating 4 or 5) with the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		statement "I know I will find a good job in the future."

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

Students will have access to the necessary instructional supplies and resources needed to be gainfully employed, based on their strengths, interests, and values.

#### 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)
35,201	Title I 4000-4999: Books And Supplies Instructional Supplies
43,848	S/C 4000-4999: Books And Supplies Instructional Supplies

### 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

Certificated staff will be released for collaboration, data analysis, and planning.

#### 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)
24,000	Title I 1000-1999: Certificated Personnel Salaries Collaboration

# Annual Review

## SPSA Year Reviewed: 2024-25

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.

At W.D. Hall, we're committed to building strong academic foundations and helping students develop the skills they need for lifelong success. One of our key areas of focus has been reading instruction. This year, teachers collaborated monthly with support from Instructional Coaches, Program Specialists, and Administration. All sessions focused on the Science of Reading, implementing the Orton-Gillingham Comprehensive Plus program, and using student data to guide instruction. As a result of this focused effort:

On a staff survey, 100% of teachers said the training helped them improve their ELA instruction.

On our end-of-year reading assessment (Diagnostic 3), 85% of Kindergarten students were at or above grade level (Tier 1) for Reading.

Kindergarten ended the year with 0% of students in Tier 3 (At Risk) and 1st grade had just 1% of students At Risk for Phonics.

We also successfully purchased all materials needed for our phonics program, ensuring every classroom is well-equipped.

While we're proud of this progress in reading, we also know that preparing students for the future goes beyond academics. Early access to career exploration helps students discover what they're good at, set goals, and imagine a future that reflects their interests and strengths.

Recent survey results show that:

84% of students believe they will find a good job in the future.

77% see school as important to their future.

But only 48% say an adult at school knows their goals.

Just 54% feel they get to do what they do best every day.

Only 49% of students report feeling engaged at school.

These results show that while our students are optimistic, there's more we can do to connect learning to their personal goals and strengths. Moving forward, we will continue strengthening adult-student relationships, offering early career exploration, and creating meaningful learning experiences that help every child see a bright and personalized path ahead.

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

There were no differences in this area.

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.

22 certificated staff received additional Science of Reading training that they will be able to utilize during collaborations.

# 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

Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

## LEA/LCAP Goal

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

## Goal 2

All students, staff, and families feel safe, empowered, and respected. By focusing on these areas, W.D. Hall will cultivate a warm and supportive school environment where every individual feels valued, included, and like they belong. By focusing on these areas, W.D. Hall will cultivate a warm and supportive school environment where every individual feels valued, included, and like they belong as measured by a 0.2 increase in "I feel safe in this school" and "The adults at my school care about me" Priority 6 Indicators.

Students will experience a sense of belonging, with opportunities for leadership and a strong voice in shaping their school community. This approach ensures that students, staff, and families feel listened to, respected, and empowered, fostering a culture where mutual respect and support thrive among all community members.

## Identified Need

The analysis of suspension and chronic absenteeism data indicates a pressing need for interventions focused on student behavior and engagement, particularly for vulnerable groups. Suspension rates show significant disparities: 4.9% of all students are suspended at least once, which declined by 1%.

Chronic absenteeism is even more concerning, affecting 30.5% of all students, with higher rates among White students (28.7%) and students with two or more races (45.2%). These high rates of absenteeism and suspensions highlight the need for targeted support to improve student engagement and well-being.

In contrast, student and parent surveys reveal a positive perception of the school environment. According to a December 2023 Gallup survey, 69% of students feel safe at school, and parent feedback echoes a strong sense of school safety, trust, and openness. However, the contrast between these positive perceptions and the high rates of absenteeism and suspensions suggests that while students and parents feel well-received, this does not fully translate into regular attendance or behavioral stability.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>California Accountability Dashboard Performance Level (Suspension)</p> <p>All Students</p> <p>English Learners</p>	<p>2024 Accountability Dashboard (Suspension)</p> <p>All Students: 49%</p> <p>Yellow</p> <p>English Learners: 4.9%</p>	<p>2025 Accountability Dashboard (Suspension)</p> <p>Decrease suspension rate by at least 2%</p> <p>All Students:</p> <p>Green</p> <p>47%</p> <p>English Learners:</p> <p>Yellow</p> <p>2.9%</p>
<p>California Accountability Dashboard</p> <p>Performance Level (Chronic Absenteeism)</p> <p>All Students</p> <p>English Learners</p>	<p>2024 Accountability Dashboard (Chronic Absenteeism)</p> <p>All Students: 30.5%</p> <p>Orange</p> <p>English Learners: 28.9%</p> <p>Orange</p>	<p>2025 Accountability Dashboard (Chronic Absenteeism)</p> <p>Decrease chronic absenteeism rate by at least 2%</p> <p>All Students: 28.5%</p> <p>Yellow</p> <p>English Learners: 26.9%</p> <p>Yellow</p>
<p>Local Student Survey (Gallup, Priority 6)</p>	<p>24-25 Student Gallup Poll</p> <p>49% of respondents are fully engaged.</p> <p>70% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school."</p> <p>69% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."</p>	<p>25-26 Student Gallup Poll</p> <p>Increase Student Engagement by 2%</p> <p>51% of respondents are fully engaged.</p> <p>Increase % of respondents agreeing with each statement by 2%</p> <p>72% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school."</p> <p>71% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."</p>
<p>Local Parent Survey (Gallup)</p>	<p>24-25 Parent Gallup Survey</p>	<p>25-26 Parent Gallup Poll</p> <p>Increase Parent Engagement by 2%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>37% of respondents are fully engaged.</p> <p>71% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises."</p> <p>78% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school."</p> <p>78% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."</p>	<p>39% of respondents are engaged.</p> <p>Increase % of respondents agreeing with each statement by 2%</p> <p>73% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises."</p> <p>80% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school."</p> <p>80% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."</p>
Priority 6: Local Student Survey	<p>24-25 Priority 6 Student Survey</p> <p>55% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school."</p> <p>46% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect."</p>	<p>25-26 Priority 6 Student Survey</p> <p>Increase mean score by 0.2</p> <p>55.02% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school."</p> <p>46.02% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect."</p>

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

To enhance student safety and support positive behavior, we will increase supervision during arrival, recess, lunch, and dismissal by expanding Campus Aide hours and add a Behavior Intervention Specialist. By strategically increasing the presence of Campus Aides and a Behavior

Intervention Specialist during these critical times, we aim to create a secure and structured environment where students feel safe, respected, and supported in their daily activities. This will promote a smoother transition between activities, reduce incidents of negative behavior, and ensure that all students have a positive experience throughout the school day.

**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)
22,000	S/C 2000-2999: Classified Personnel Salaries Campus Aide Hours
19,743	Title I 2000-2999: Classified Personnel Salaries BIS

**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**

Funding additional school counselors is a strategic measure to reduce suspension rates, particularly among vulnerable student groups. Counselors help address the social and emotional issues that contribute to behavioral challenges, employing restorative practices over punitive measures.

**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)
17,872	Title I 1000-1999: Certificated Personnel Salaries .2 Counselor #1
10,098	Title I 1000-1999: Certificated Personnel Salaries .1 Counselor #2

**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**

To improve attendance and support student well-being, we will ensure that students have access to a health aide. This dedicated support will address immediate health needs and collaborate with families and staff to promote regular school attendance. By offering timely health interventions and fostering a healthy school environment, we aim to enhance student attendance rates and contribute to overall student success and well-being.

**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)

46,155

Title I  
2000-2999: Classified Personnel Salaries  
Health Aide: 6 Hours

**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

Funding a parent liaison is an effective strategy to increase parent engagement at our school. In this role, the liaison acts as a crucial bridge between families and the school, helping to foster clear communication, mutual understanding, and lasting trust.

We will also expand participation in Home Visits to establish meaningful, personal connections between families and school staff early in the school year. These visits build relational trust, affirm the school’s commitment to partnership, and set a positive tone for ongoing collaboration. Outreach efforts will be strategically coordinated to ensure all grade levels are included and supported.

Additionally, we will offer a Literacy Workshops designed to support family involvement in our schoolwide literacy efforts. These workshops will provide practical, grade-specific strategies for reading at home, demonstrate engaging learning activities, and empower families to play an active role in their child’s academic growth.

**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)

7,272

Title I  
1000-1999: Certificated Personnel Salaries  
Community Liaison

3,277

Title I Parent Involvement  
2000-2999: Classified Personnel Salaries  
Community Liaison

10,000

Title I  
1000-1999: Certificated Personnel Salaries  
Home Visits

### 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

This strategy will work towards training student volunteers who will monitor and promote safety during arrival, dismissal, and throughout the school day. Additionally, a regular broadcast club will disseminate important safety messages and encourage positive behavior school-wide. By empowering students to take an active role in maintaining safety and promoting respect, we aim to create a supportive atmosphere where every student feels secure and valued.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

S/C  
1000-1999: Certificated Personnel Salaries  
Safety Patrol and Broadcast certificated hours

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

Students had the opportunity to meet with a second school counselor for whole group, small group, and individual counseling sessions. All students received 7 whole group counseling lessons last school year. 22 Student Success Team (SST) meetings were held during the 2024-2025 school year, as compared with 65 during the 2023-2024 school year.

A school health aide was available to assist students with chronic attendance issues. Chronic absenteeism declined overall to 30.5 %, which is an 1.9% reduction from the previous year.

Campus aides extended their hours to be more present during unstructured times, aiming to prevent behavioral problems. There was no reduction in hands on incidents. More training for Campus Aides will be added for the 2025-2026 school year.

The Community Liaison conducted parent workshops and had individual meetings with parents. A Broadcast/Safety Patrol program was continued, with safety rules being communicated weekly through broadcasts.

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

There were no differences in this area.

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.

Campus aides will receive additional training on effective supervision and de-escalation strategies. This training incurs no cost and is therefore not included in the SPSA.

# 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

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## LEA/LCAP Goal

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

## Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. Through differentiated instruction, personalized learning, and targeted interventions, we will ensure that every student receives the support and resources necessary to thrive academically. By fostering a rigorous academic environment and employing evidence-based teaching strategies, we aim to empower students to reach their highest potential in these critical areas of learning. By June 2025, 45% of all students will be "on track" to make "typical growth" and 59% of English Learners will be "on track" to make "typical growth" on Diagnostic 2.

## Identified Need

W.D. Hall will need to continue implementing a strong phonics program, which is essential for developing proficient readers. It provides the foundational skills necessary for decoding, fluency, comprehension, spelling, and vocabulary development. By addressing individual learning needs and building confidence, phonics instruction sets students on a path to academic success and lifelong literacy. On Diagnostic 3, 47% of students were at Tier 1 (At/Above grade level), 26% of students with disabilities were at Tier 1 (At/Above grade level), and 32% of English Learners were at Tier 1 (At/Above grade level). This is an area of need for our English Learners, Students with Disabilities, and all learners at W.D. Hall.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard  Performance Level (ELA)  All Students  English Learners	2024 Accountability Dashboard (ELA)  All Students: Orange 67.6 points below standard  English Learners: Orange 118.3 points below standard	2025 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points  All Students: Yellow 64.6 points below standard  English Learners: Yellow 115.3 points below standard
California Accountability Dashboard  Performance Level (Math)	2024 Accountability Dashboard (Math)  All Students: Orange	2025 Accountability Dashboard (Math) Increase Student Performance by at least 3 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students English Learners	87.1 points below standard English Learners: Red 109 points below standard	All Students: Yellow 84.1 points below standard English Learners: Orange 106 points below standard
iReady Diagnostic Assessment Data (Reading) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2024 Diagnostic #3 (Reading) All Students: 47% Tier 1 English Learners: 32% Tier 1	May/June 2024 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 2% All Students: 49% at Tier 1 English Learners: 34% at Tier 1
iReady Diagnostic Assessment (Math) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2024 Diagnostic #3 (Math) All Students: 30% Tier 1 English Learners: 22% Tier 1	May/June 2026 Diagnostic #3 (Math) Increase % of students at Tier 1 by at least 4% All Students: 34% at Tier 1 English Learners: 26% at Tier 1
iReady Diagnostic Growth (ELA) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	24-25 Diagnostic #2 (Reading) All Students: 52% "on track" to make "typical growth" English Learners: 26% "on track" to make "typical growth"	25-26 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% All Students: 54% "on track" to make "typical growth" English Learners: 28% "on track" to make "typical growth"
iReady Diagnostic Growth (Math) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	24-25 Diagnostic #2 (Math) All Students: 35% "on track" to make "typical growth" English Learners: 17% "on track" to make "typical growth"	25-26 Diagnostic #2 (Math) Increase % of students "on track" to make "typical growth" by 2% All Students: 37% "on track" to make "typical growth"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		English Learners: 19% "on track" to make "typical growth"
<p>CAASPP Overall Achievement (ELA)</p> <p>% All Students Met or Exceeded Standard for ELA</p> <p>% English Learners Met or Exceeded Standard for ELA</p>	<p>May/June 2024 CAASPP ELA</p> <p>All Students: 0% Met or Exceeded Standard</p> <p>English Learners: 0% Met or Exceeded Standard</p>	<p>May/June 2026 CAASPP ELA</p> <p>Increase % of students that met or exceeded standard by 4%</p> <p>All Students: 4% met or exceeded standard</p> <p>English Learners: 4% met or exceeded standard</p>
<p>CAASPP Overall Achievement (Math)</p> <p>% All Students Met or Exceeded Standard for Math</p> <p>% English Learners Met or Exceeded Standard for Math</p>	<p>May/June 2024 CAASPP Math</p> <p>All Students: 0% Met or Exceeded Standard</p> <p>English Learners: 0% Met or Exceeded Standard</p>	<p>May/June 2026 CAASPP Math</p> <p>Increase % of students that met or exceeded standard by 4%</p> <p>All Students: 4% met or exceeded standard</p> <p>English Learners: 4% met or exceeded standard</p>
<p>California Accountability Dashboard:</p> <p>English Learner Progress Indicator</p> <p>% making progress towards English language proficiency</p>	<p>2024 California Dashboard (ELPI)</p> <p>31.1% making progress towards English language proficiency</p>	<p>2025 California Dashboard (ELPI)</p> <p>Increase % of English Learners making progress toward English language proficiency by 2%</p> <p>33.1% making progress towards English language proficiency</p>
<p>California Dashboard ELPI</p> <p>% of English learners that decreased at least one ELPI level on ELPAC</p>	<p>2024 California Dashboard ELPI</p> <p>14.6% of English learners that decreased at least one ELPI level on ELPAC</p> <p>6.8% decrease from 2023</p>	<p>2025 California Dashboard ELPI</p> <p>Decrease by at least 2%</p> <p>12.6% of English learners that decreased at least one ELPI level on ELPAC</p>

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

### Strategy/Activity 1

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

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

English Learners, All Students

#### Strategy/Activity

We will ensure every student has access to targeted reading intervention by providing two dedicated site reading intervention teachers. These educators will offer personalized support and interventions tailored to students' individual needs, fostering improved reading skills and comprehension. By implementing evidence-based strategies and closely monitoring progress, we aim to enhance literacy outcomes for all students and ensure they develop strong foundational skills essential for academic success and lifelong learning. Intervention teachers will also provide EL newcomer support.

#### 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)

34,804

Source(s)

S/C

1000-1999: Certificated Personnel Salaries  
.4 FTE Reading Intervention Teacher

### Strategy/Activity 2

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

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

English Learners

#### Strategy/Activity

Intervention teachers at WD Hall Elementary School playing a role in providing newcomer support is a significant step towards ensuring that all students, especially those who are new to the school or country, receive the necessary assistance to integrate smoothly into the school community and achieve academic success. Intervention teachers will offer Newcomer groups and work to create goals with long term English learners.

#### 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)

116,199

Source(s)

Title I

1000-1999: Certificated Personnel Salaries  
1.0 FTE Reading Intervention Teacher

# Annual Review

## SPSA Year Reviewed: 2024-25

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.

Reading intervention teachers were crucial for addressing learning gaps and providing individualized support to students struggling with reading. They offered specialized expertise in effective reading strategies, supported classroom teachers, and helped improve overall literacy rates. On Diagnostic 3, 93% of Kindergarten students ended the year in Tier 1 (at or above grade level) for Reading. On Diagnostic 3, Kindergarten ended the year at 0% of students At Risk (Tier 3) and 1st grade ended the year with 1% of students At Risk (Tier 3) for Phonics.

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

No changes in this area.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with two reading intervention teachers who are completing additional training in Orton-Gillingham Comprehensive Plus Intervention Strategies and Orton-Gillingham Morphology.

# 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

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## LEA/LCAP Goal

Students with disabilities will demonstrate expected yearly growth in literacy skills.

## Goal 4

Students with disabilities will demonstrate expected yearly growth in literacy skills. By June 2025, W.D. Hall will provide 8 opportunities for special education professionals and general educators to collaborate around personalized and targeted interventions to ensure that each student achieves their literacy goals. Monitoring progress through frequent assessments and adjusting instructional strategies as needed, students with disabilities will thrive academically.

## Identified Need

W.D. Hall has the need to enhance its capacity to provide targeted and effective literacy instruction to all students. This initiative not only supports student learning and achievement but also strengthens professional development opportunities for paraprofessionals, fostering a collaborative and supportive educational environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>California Accountability Dashboard Performance Level (ELA)</p> <p>Students with Disabilities</p>	<p>2024 Accountability Dashboard (ELA)</p> <p>Students with Disabilities</p> <p>RED</p> <p>113.5 points below standard</p>	<p>2025 Accountability Dashboard (ELA)</p> <p>Increase Student Performance by at least 3 points</p> <p>Students with Disabilities: 116.5 points below standard or ORANGE</p>
<p>iReady Diagnostic Assessment Data (Reading)</p> <p>% of Students with Disabilities at Tier 1 on Diagnostic #3</p>	<p>May/June 2024 Diagnostic #3 (Reading)</p> <p>Students with Disabilities: 25% Tier 1</p>	<p>May/June 2026 Diagnostic #3 (Reading)</p> <p>Increase % of students at Tier 1 by at least 4%</p> <p>Students with Disabilities: 29% at Tier 1</p>
<p>iReady Diagnostic Growth (ELA)</p> <p>% of students with disabilities "on track" to make "typical growth" D2</p>	<p>Dec/Jan 2024 Diagnostic #2 (Reading)</p> <p>Students with Disabilities: 17% "on track" to make "typical growth"</p>	<p>Dec/Jan 2026 Diagnostic #2 (Reading)</p> <p>Increase % of students "on track" to make "typical growth" by 2%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Students with Disabilities: 19% "on track" to make "typical growth"
CAASPP Overall Achievement (ELA)  % Students with Disabilities Met or Exceeded Standard for ELA	May/June 2024 CAASPP ELA Students with Disabilities: 0% Met or Exceeded Standard	May/June 2026 CAASPP ELA Increase % of students that met or exceeded standard by 4% Students with Disabilities: 4% met or exceeded standard

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.

### Strategy/Activity 2

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

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

Students with disabilities

Strategy/Activity

Providing Orton-Gillingham training for our paraeducators will equip them with effective strategies to assist students in developing foundational literacy skills. By incorporating Orton-Gillingham techniques into daily instruction and interventions, we aim to improve reading proficiency and overall academic achievement amongst all students. This training will ensure that paraeducators are equipped with the knowledge and tools necessary to help students succeed academically and thrive in their educational journey.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

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

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

Students with Disabilities

#### Strategy/Activity

To optimize learning outcomes for students with disabilities, we will foster collaboration among special education teachers. By promoting regular communication, shared resources, and coordinated instructional strategies, we aim to create a cohesive support system that meets the diverse needs of each student. This collaboration will enhance individualized education plans (IEPs), facilitate the implementation of effective teaching methods, and ensure consistent monitoring of student progress. Ultimately, our goal is to provide a supportive and inclusive learning environment where every student can achieve academic success and personal growth.

#### 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

Title I  
1000-1999: Certificated Personnel Salaries  
Collaboration

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

Education Specialists have had 8 collaboration meetings this year. Collaboration time included LETRS training and time for planning. Based on Diagnostic #3 data, we decreased the % of students three or more grade levels below by 1%.

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

There were no differences between intended and actual implementation.

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.

Education Specialists will continue to have collaboration time and LETRS Year 2 training next year.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$407,469.00

## 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	\$298,540.00
Title I Parent Involvement	\$3,277.00

Subtotal of additional federal funds included for this school: \$301,817.00

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

State or Local Programs	Allocation (\$)
S/C	\$105,652.00

Subtotal of state or local funds included for this school: \$105,652.00

Total of federal, state, and/or local funds for this school: \$407,469.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
S/C	\$105,652	0.00
S/C Carryover		
Title I	\$298,540	0.00
Title I Carryover		
Title I Parent Involvement	\$3,277	0.00

## Expenditures by Funding Source

Funding Source	Amount
S/C	105,652.00
Title I	298,540.00
Title I Parent Involvement	3,277.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	237,245.00
2000-2999: Classified Personnel Salaries	91,175.00
4000-4999: Books And Supplies	79,049.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	39,804.00
2000-2999: Classified Personnel Salaries	S/C	22,000.00
4000-4999: Books And Supplies	S/C	43,848.00
1000-1999: Certificated Personnel Salaries	Title I	197,441.00

2000-2999: Classified Personnel Salaries	Title I	65,898.00
4000-4999: Books And Supplies	Title I	35,201.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	3,277.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	103,049.00
Goal 2	141,417.00
Goal 3	151,003.00
Goal 4	12,000.00

# School Site Council Membership

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

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

Name of Members	Role
Julie McClintock	Principal
Lindsey Dixon	Classroom Teacher
Heather Myers	Other School Staff
Sharon Ermisch	Classroom Teacher
Kimberly Zuber	Classroom Teacher
Lydia "Sara" Grant	Parent or Community Member
Michelle Gabele	Parent or Community Member
Caitlin Moreno	Parent or Community Member
Dominique Rowell	Parent or Community Member
Kasey Currey	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**

Michelle Gabele

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/5/25.

Attested:



Principal, Julie McClintock on 6/5/25

SSC Chairperson, Michelle Gable on 6/5/25

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

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

This SPSA was adopted by the SSC at a public meeting on 6/10/24

Attested:



Clear

Principal, Julie McClintock

on 6/5/25



Clear

SSC Chairperson, Michelle Gable

on

6/5/25










You have modified data that has not been saved.

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
<div style="text-align: right;"><a href="#">Clear</a></div> 	<input type="checkbox"/> State Compensatory Education Advisory Committee
<div style="text-align: right;"><a href="#">Clear</a></div> 	<input checked="" type="checkbox"/> English Learner Advisory Committee 
<div style="text-align: right;"><a href="#">Clear</a></div> 	<input type="checkbox"/> Special Education Advisory Committee
<div style="text-align: right;"><a href="#">Clear</a></div> 	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
<div style="text-align: right;"><a href="#">Clear</a></div> 	<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement
<div style="text-align: right;"><a href="#">Clear</a></div> 	<input type="checkbox"/> Compensatory Education Advisory Committee
<div style="text-align: right;"><a href="#">Clear</a></div> 	<input type="checkbox"/> Departmental Advisory Committee
<div style="text-align: right;"><a href="#">Clear</a></div> 	<input type="checkbox"/> Other: <span style="float: right;">//</span>