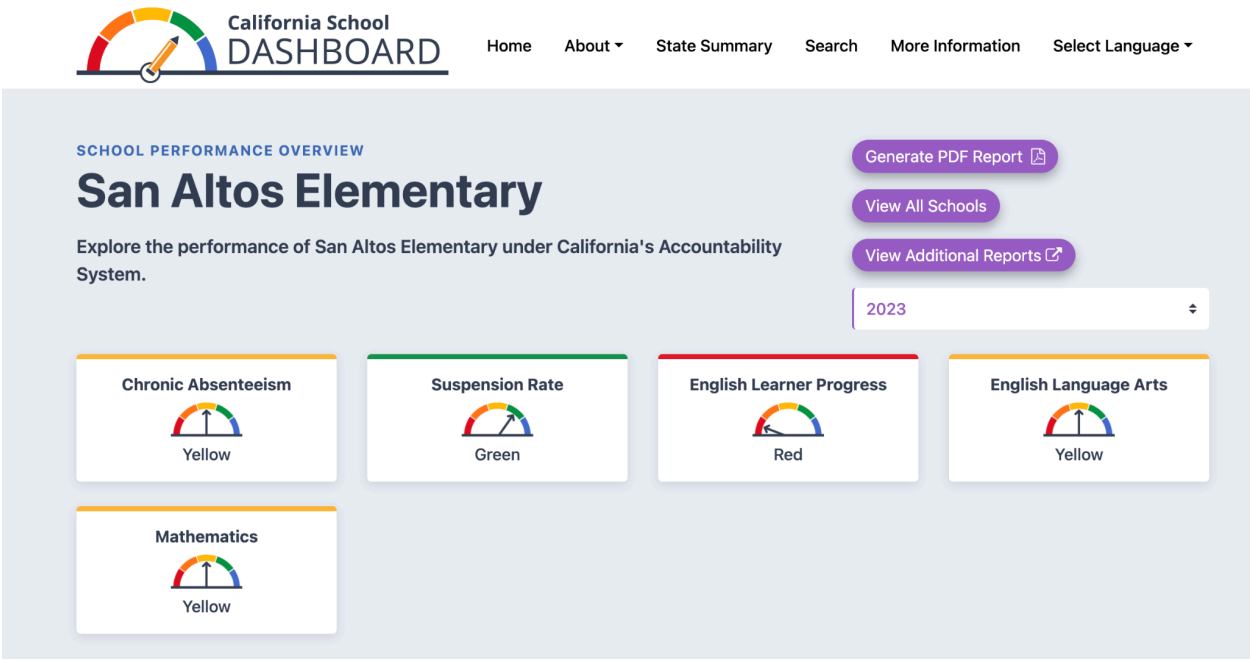
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Our 2025 School Plan for Student Achievement (SPSA) - DRAFT / At-a-Glance



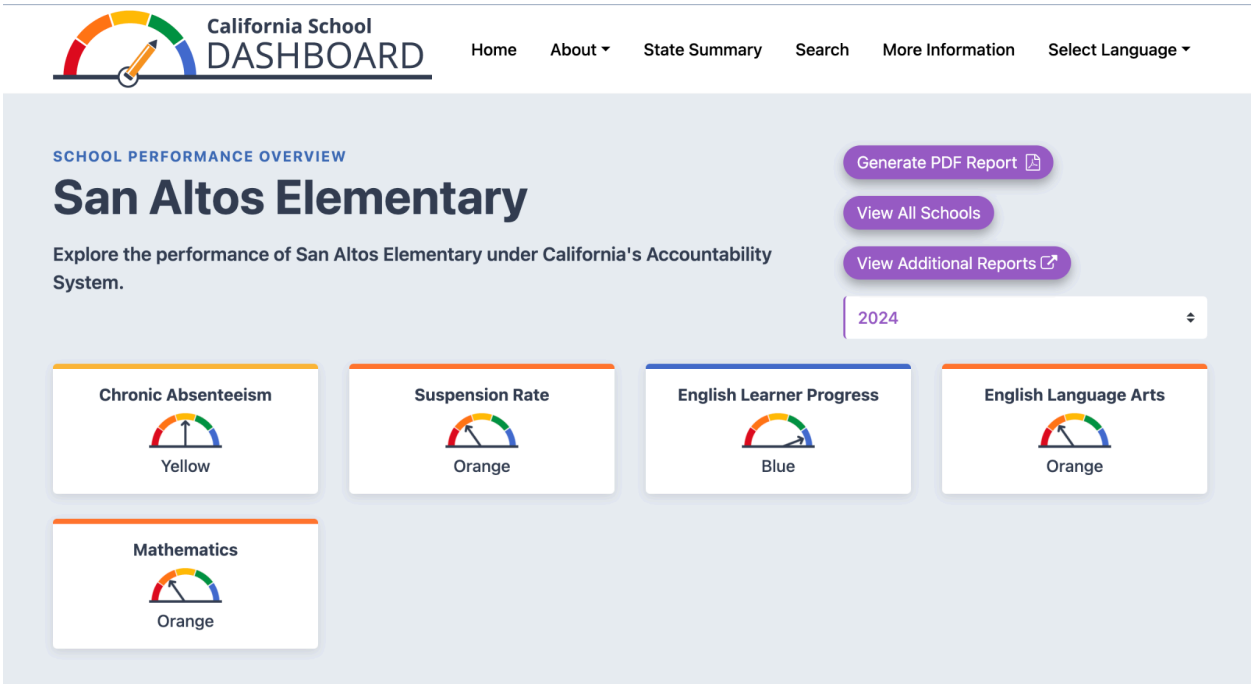
California School Dashboard Website: Click here

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SUPERINTENDENT | Marianna Vinson

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SPSA Planning and Engagement

- Planning led by MTSS/PBIS team, School Site Council, and Admin

Celebrations:

• Expanded strategic supports for multilingual learners and Tier 3 students.

• Increased student participation in SEL groups, mentorship, and school climate efforts.

• Reduced chronic absenteeism from 41.1% to 37.3%.

• Strengthened Tier 1 attendance strategies and family engagement.

Areas for Continued Growth:

• Improve attendance and engagement for students who are still chronically absent.

• Further reduce suspensions for English learners, students with disabilities, and socioeconomically disadvantaged students.

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• Increase parent capacity in supporting academic and behavior goals at home.

• Strengthen consistency of Tier 1 instruction and behavior support across classrooms.

Reducing Suspensions and Supporting Priority Student Groups

- In 2024-25, suspension rates for students of color and students with disabilities were 2.5% and 3.1% respectively—above district averages.
- Our goal is to reduce suspensions for these groups by 15% in 2025-2026.
- Implement restorative practices and mentorship programs. (Zones of Regulation)
- Continue conducting mandatory re-entry meetings following suspensions.
- Monitor interventions post-suspension through SST and teacher feedback processes.
- Leverage social worker, psychologist, and special education team.
- Utilize alternatives to suspension to address behavior to keep students engaged and at school.

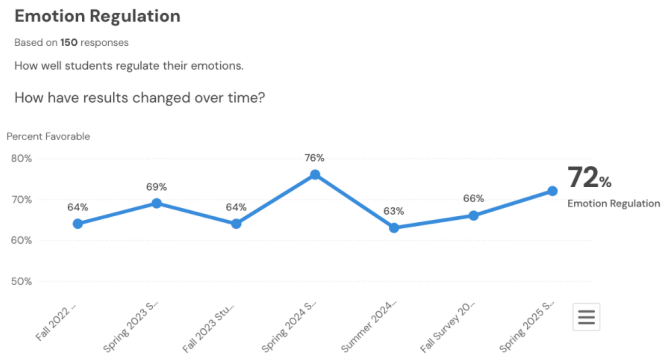
Strong School Relationships and Social-Emotional Support - Click here for Data

- Continue to foster strong student-staff, peer-to-peer, and school-home relationships.
- Utilize school psychologist, social worker and interns for SEL group sessions.
- Focus on Zones of Regulation and conflict resolution.

Quick Share of School Site Goals (5 min)

PANORAMA EDUCATION

- What was your site EOY goal?
  - **Emotion Regulation: 74% of students in K-2nd Grade answer favorably. Almost..great progress**



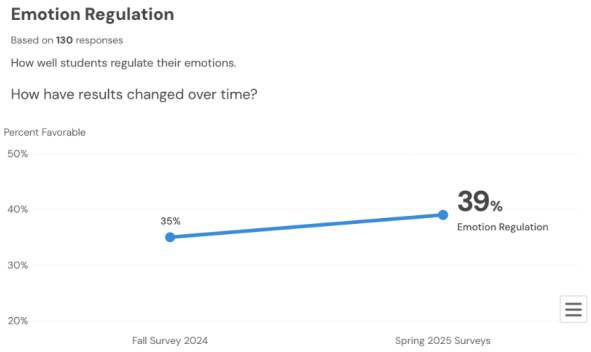
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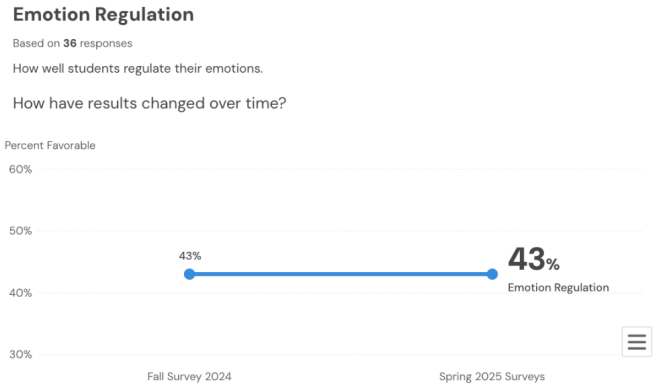
Quick Share of School Site Goals (5 min)

- What was your site EOY goal?
  - **Emotion Regulation: 50% of students in 3rd-5th grade answer favorably. Goal not met..yet =)**



Quick Share of School Site Goals (5 min)

- What was your site EOY goal?
  - **Emotion Regulation: 49% of students in 6th grade answer favorably. Goal not met..yet =)**



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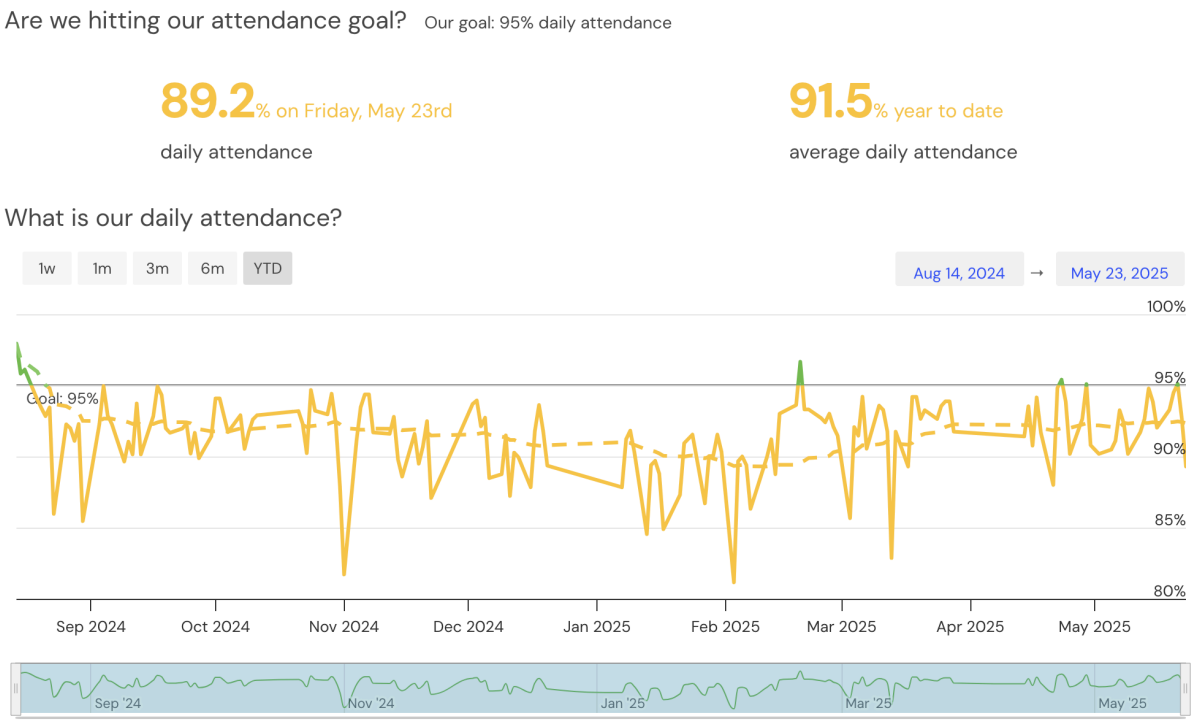
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Chronic Absenteeism Progress

- Chronic absenteeism decreased from 41.1% in June 2023 to 37.3% in May 2025.
- Target for June 2026: 32.3% or below.
- Goal: Reduce chronic absenteeism from 37.3% to 32.3% or below.
- Achieved 37.3% by strengthening Tier 1 attendance strategies (ISC, Saturday School, Coyote Bucks, Phone Calls Home, Home Visits, and family engagement)



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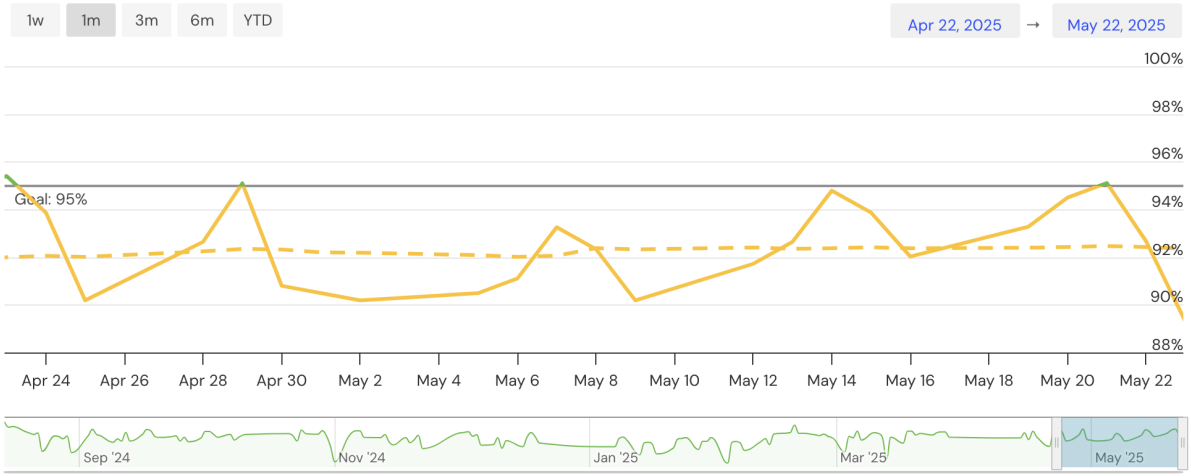
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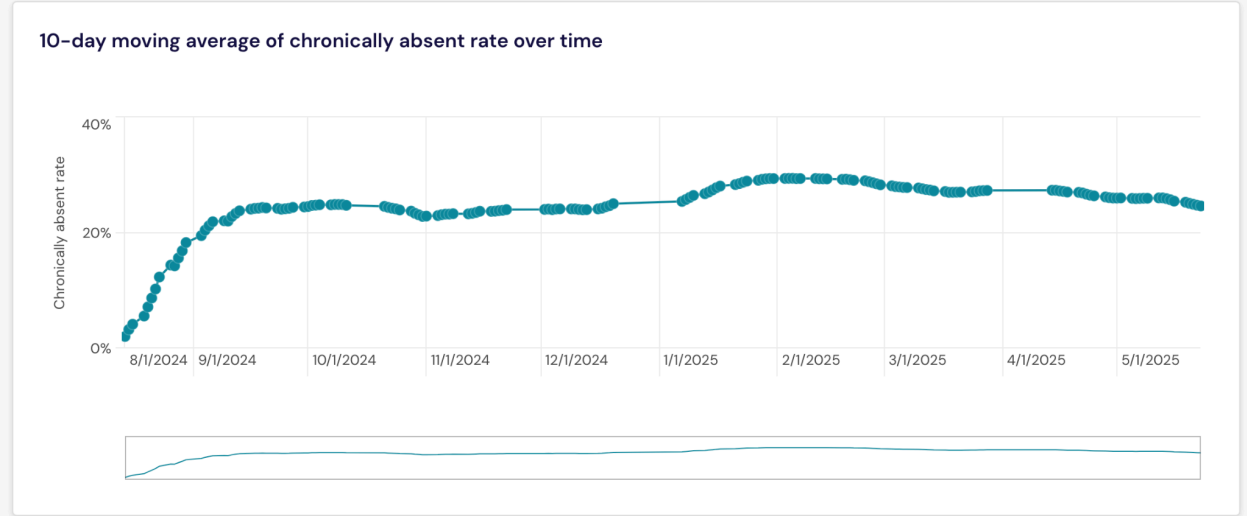
Are we hitting our attendance goal? Our goal: 95% daily attendance

89.2% on Friday, May 23rd
daily attendance

91.5% year to date
average daily attendance

What is our daily attendance?





Tier 3 Academic Supports

- 40% of Tier 3 students demonstrated growth on benchmark assessments in ELA and math in 2023-24. Still waiting on final iReady results (June 2025)
- Students receiving intervention showed a 15% higher rate of on-track performance compared to non-supported peers.

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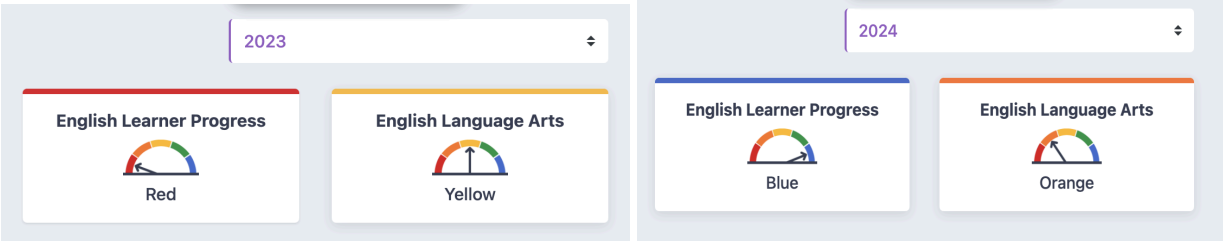
- Implement MTSS with differentiated, universally designed Tier 1 instruction and behavior support.
- Use formative and common grade level assessments and leverage full-time intervention teacher and instructional coach.
- Utilize part-time instructional coach and paraeducators for support.
- Ensure consistent communication with families and build their capacity to support learning.
- Offer strategic professional development based on teacher feedback and school data trends.

MTSS and SST Model Support

- MTSS team coordinates interventions, data analysis, and teacher support.
- SST process (Year 2 implementation) provides targeted academic and behavioral support.
- Strategic Focus Areas:
- Consistent SST meetings and follow-up monitoring
- Tiered interventions and academic diagnostics
- Cross-department collaboration and family input
- Frequent communication and progress tracking

Multilingual Learner Supports

- 55% of EL students advanced one or more levels on the ELPAC in 2023-24.
- Designated ELD time is scheduled for 30 minutes daily per grade level.
- Designated ELD time scheduled per grade level.
- Groupings based on LPAC scores for targeted language instruction.
- Bilingual Instructional Assistant strategically scheduled to support students by level.
- Strategic Focus Areas:
- Improve ELAC engagement and multilingual family involvement
- Provide translation support in multiple languages outside of Spanish



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Culturally and Historically Responsive Teaching (CHRT)

- Continue to embed CHRT practices in classroom curriculum and schoolwide activities.
- Incorporate student voice and identity in learning experiences.

California Assessment of Student Performance (CAASPP)

San Altos Elementary Data

	Math Proficiency 2023	English Proficiency 2023	Math Proficiency 2024	English Proficiency 2024
All Students	28.5%	37.1%	30%	35.20%
African American	13.6%	27.3%	29.41%	47.06%
MLL	8.3%	12.1%	12.12%	6.26%
SPED	12.5%	12.5%	15%	0%
5th Grade	20.5%	42.5%	41.46%	40%
6th Grade	28.9%	44.4%	25.64%	46.15%

Social-Emotional Learning and Mental Health

- 90% of students receiving small-group SEL support reported improved ability to manage emotions.
- Student surveys indicated a 12% increase in school connectedness from fall to spring.
- Implement Second Step SEL curriculum across all grade levels.
- Provide small-group SEL support via social worker, interns, and psychologist.
- Conduct school-day mentorship programs for priority students.
- Host parent trainings focused on behavior management at home.
- Build strong relationships and student connectedness.

PBIS and Restorative Practices

- Approx. over 1,500 Coyote Bucks distributed during the last quarters of 2024-25.
- Monthly community circles implemented in 75% of classrooms by Q3.
- Coyote Bucks reinforce positive behavior and are redeemable at the Coyote Store.
- Teachers greet students and start the day with community circles.
- Emphasize alternatives to suspension.
- Positive recognition systems; Monthly Awards Assemblies
- Restorative conversations
- Inclusive classroom environments

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Campus Safety and Beautification

- Installed cameras and upgraded campus locks.
- Conduct campus walkthroughs with MOS Director.
- Implemented Lemon Grove's only certified Pollinator Garden.
- Prioritize Safety via Monthly Safety Team Meetings
- Campus pride and beautification
- Eco-literacy through garden education

Attendance and Campus Connectedness

- Chronic absentee students with mentors improved their attendance by an average of 8%. (Manhood ABC, FANCY, Girls on the Run)
- Daily greetings and classroom community-building circles.
- Mentorship and check-ins for chronically absent students.
- Engage families with trainings and resources.
- Incorporate MTSS and SST processes for interventions.
- Relational capacity-building
- Consistent student recognition
- Increased mental health supports (Family Wellness, Care Solace, Social Work Team, SDCOE)

Crisis Response and Support

- Monthly Crisis Team meetings to refine and implement plans.
- Staff trained in Safety-Care and de-escalation practices.
- Support through Zones of Regulation and trauma-informed practices.
- SDC and key staff equipped with radios for immediate support
- Individualized crisis plans
- Quick-response protocols
- Collaboration with specialists (SW, School Psychologists, BCBA, Admin)

Campus Routines and Operational Safety

- Structured drop-off, pick-up, and dismissal procedures.
- Hire/train campus assistants and traffic attendants.
- Conduct regular emergency drills.
- Purchase signage to support routines.
- Visual safety enhancements
- Adult presence and supervision
- Monthly safety team reviews of procedures

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Behaviorally Responsive Methods

- Bi-weekly BCBA consultation and data review.
- ABA-based intervention planning and training.
- Zones of Regulation and trauma-informed de-escalation practices.
- Targeted behavior support plans
- ABA strategies in classroom settings
- Collaborative wraparound support

Campus Beautification and Climate through Signage & Repairs

- Installed directional and PBIS-aligned signage.
- Partnered with M&O for prioritized campus repairs.
- Safe, functional, and welcoming facilities
- School pride and identity
- Clear expectations through visual messaging





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