

School Year: **2024-25**

# School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Arroyo Seco Elementary School
<b>Address</b>	5280 Irene Way Livermore, CA 94550
<b>County-District-School (CDS) Code</b>	01612006071906
<b>Principal</b>	Valerie Nebo
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	November 12, 2024
<b>Schoolsite Council (SSC) Approval Date</b>	October 10, 2024
<b>Local Board Approval Date</b>	November 12, 2024

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 4
- School Profile ..... 4
- Educational Partner Involvement ..... 5
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - CAASPP Results..... 8
  - ELPAC Results ..... 12
  - Physical Fitness Test Results (PFT) 2017-2018..... 15
  - California Healthy Kids Survey ..... 16
  - Student Population ..... 17
  - Overall Performance ..... 19
    - Academic Performance ..... 21
    - Academic Engagement ..... 27
    - Conditions & Climate..... 30
- Annual Review and Update ..... 32
  - Goal 1 ..... 32
  - Goal 2..... 40
  - Goal 3..... 46
- Goals, Strategies, & Proposed Expenditures..... 48
  - Goal 1 ..... 48
  - Goal 2..... 52
  - Goal 3..... 57
- Budget Summary and Consolidation ..... 59
  - Budget Summary ..... 59
  - Allocations by Funding Source..... 59
  - Expenditures by Funding Source ..... 60
- School Site Council Membership ..... 61
- Recommendations and Assurances ..... 62
- Addendum..... 63
  - Instructions: Linked Table of Contents..... 63
  - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 66
  - Appendix B: Select State and Federal Programs..... 68
  - Appendix C: Centralized Services for Planned Improvements in Student Performance..... 69
  - Appendix D: Programs Included in this Plan..... 70

Appendix H.....71  
Appendix I .....72  
Appendix J .....74

# School Vision and Mission

## Mission

Our mission is to foster curiosity, motivate and support our students in a positive and meaningful way, and to support the love of lifelong learning.

## Vision

We will help all students excel in the foundational skills required to be productive, collaborative members of today's society.

# School Profile

## School Profile

A meaningful portrait of Arroyo Seco Elementary School must first present the unwavering belief held by educational partners that education is indeed a community effort. Built as a neighborhood school in 1971, Arroyo Seco has maintained much of its small-town, community-centered focus even as the city around it has undergone a remarkable metamorphosis.

Over the past several decades, Livermore has grown from a small agricultural community into one of the more inviting destinations in the East Bay. Tucked away in a quiet neighborhood just over a mile from the Lawrence Livermore and Sandia National Laboratories, Arroyo Seco represents what our community values most: a warm, inviting atmosphere; dynamic partnerships between people passionate about student success; a cohesive staff that works together to meet the challenges of modern education; and a strong, well-balanced, standards-based instructional program. Many of the parents who walk their children to school stay and perform volunteer work or share coffee and experiences with their neighbors. Local organizations such as the Boy Scouts and Girl Scouts share the school facilities in the afternoon and evening. Close relationships with local merchants solidify Arroyo Seco's status as a community partner. Critical to the continuing success of Arroyo Seco is the understanding that excellence can be maintained only through a yearly process of reflection and renewal. Yearly goals and program modifications are driven by analysis of student performance data.

Arroyo Seco Elementary School is part of the Livermore Valley Joint Unified School District (LVJUSD), which serves over 13,000 K-12 students. We are a neighborhood school consisting of approximately 580 students. Arroyo Seco Elementary School serves students with diverse socioeconomic, ethnic, and educational backgrounds. Our school population represents a multitude of languages and a widely diverse range of academic, emotional, and other special needs.

Connected to our library is our Personalized Academic Learning lab (P.A.L.). We have created a space for our teachers and aides to provide instruction that is personalized. Teachers assess our students and provide daily instruction that is targeted to either fill in gaps or to provide enrichment opportunities.

Arroyo Seco Elementary School has a unique school faculty. Our teachers have advanced degrees, administrative credentials, language capabilities, and professional backgrounds that bring a variety of strengths and skills to our school community. Our staff collaborates regularly to calibrate lessons to ensure all student needs are met. It is through a positive school and staff climate that we are able to trust one another, take ownership of all students' learning, and accomplish change. We are working towards developing common assessments, providing appropriate tiered intervention, and providing social-emotional curriculum to truly build the "whole child." Through the use of differentiated instruction, best instructional practices, and professional development for our teachers, we set high standards and address students' strengths and weaknesses, while also holding ourselves accountable for the success of all students. We share the ownership of educating all students by creating a safe climate built around trust and collaboration, allowing ourselves to embrace the needs of all students at Arroyo Seco Elementary School.

Our strong community partnerships enrich our academic focus across all subjects. Arroyo Seco Elementary School is located in close proximity to Lawrence Livermore National Laboratory and Sandia National Laboratory, affording us the unique opportunity for a strong partnership that enriches our science curriculum through field trips and the Teaching Opportunities for Partners in Science (TOPS) program. Other community partnerships include Waste Management, the Livermore Police and Fire Departments, the Livermore Heritage Guild, the Livermore Area Recreation and Park District (LARPD), the Bankhead Theater, Rotary, and local restaurants and businesses.

In partnership with our parent community, Arroyo Seco Elementary School enjoys a high level of parent involvement. Parents contribute through individual donations, classroom volunteerism, and other programs such as math festivals, reading nights, Missoula Children's Theater, Cultural Festival, school beautification, after-school sports club, and our popular running club. The Parent Teacher Association (PTA) is a strong presence that supports the school through fundraising, field trip scholarships, student interactive assemblies, our STEAM lab, maintaining the school garden, and family fun nights.

## **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**

School Site Council (SSC) members were involved in the development of the School Plan for Student Achievement (SPSA) by reviewing student data, resources and their effectiveness, AND to discuss goals. These were topics of discussion on April 15, 2024 and October 10, 2024. The principal and a teacher who serves as the EL Liaison were a part of the review and planning process, and regularly meet with our English Learner parents in attendance to discuss concerns and how decisions are made about the school, including the budget on October 17, 2024. Input from ELAC attendees are shared with School Site Council (SSC) members and attendees. The school's Instructional Leadership Team (ILT) met on May 14, 2024 and October 1, 2024, to provide input on the SPSA progress.

# 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	0.17%	0.17%	%	1	1	
African American	0.34%	1.19%	1.72%	2	7	10
Asian	7.09%	7.33%	8.76%	42	43	51
Filipino	2.53%	2.73%	2.58%	15	16	15
Hispanic/Latino	30.74%	29.3%	29.90%	182	172	174
Pacific Islander	0.17%	0.34%	0.17%	1	2	1
White	48.65%	48.72%	46.74%	288	286	272
Multiple/No Response	10.30%	10.22%	10.14%	61	60	59
<b>Total Enrollment</b>				592	587	582

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	109	117	82
Grade 1	99	87	87
Grade 2	102	98	92
Grade 3	97	98	96
Grade 4	95	95	94
Grade 5	90	92	93
<b>Total Enrollment</b>	592	587	582

### Conclusions based on this data:

1. After reviewing our current enrollment data for the 2023-2024 school year as indicated in our school information system, we noticed that the percentage of African American students has increased from 1.19% to 1.72%; a population that has increased incrementally over the last three school years. The percentage of Asian students increased from 7.33% to 8.7%, a 1.44% increase.
2. After reviewing our current enrollment data for the 2023-2024 school year as indicated in our school information system, we noticed that White students continue to be the largest student group at 46.74%, a negligible decrease from last year. This is followed by Hispanic students at 29.9% and Asian students at 8.76%
3. Over the course of the last three years, our enrollment has declined by 1%.

# 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	67	67	68	9.90%	11.3%	11.7%
Fluent English Proficient (FEP)	44	36	30	9.70%	7.4%	5.2%
Reclassified Fluent English Proficient (RFEP)	0	3		14.3%	0%	

### Conclusions based on this data:

1. We continue to see an increase in the number of student identified as English Learners.
2. We have fewer students identified as Fluent English Proficient year over year.

# 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
Grade 3	99	99	96	96	96	93	96	96	93	97.0	97.0	96.9
Grade 4	96	96	93	95	96	90	95	96	90	99.0	100.0	96.8
Grade 5	91	91	95	88	91	92	88	91	92	96.7	100.0	96.8
Grade 11												
All Grades	286	286	284	279	283	275	279	283	275	97.6	99.0	96.8

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
Grade 3	2442.	2432.	2418.	34.38	28.13	22.58	18.75	23.96	26.88	21.88	23.96	16.13	25.00	23.96	34.41
Grade 4	2492.	2477.	2484.	36.84	34.38	33.33	22.11	17.71	21.11	20.00	14.58	20.00	21.05	33.33	25.56
Grade 5	2551.	2532.	2498.	44.32	34.07	26.09	25.00	31.87	28.26	14.77	17.58	10.87	15.91	16.48	34.78
Grade 11															
All Grades	N/A	N/A	N/A	38.35	32.16	27.27	21.86	24.38	25.45	19.00	18.73	15.64	20.79	24.73	31.64

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	
Grade 3	25.00	18.75	20.43	59.38	66.67	58.06	15.63	14.58	21.51	
Grade 4	21.05	21.88	28.89	68.42	59.38	53.33	10.53	18.75	17.78	
Grade 5	46.59	26.37	23.91	43.18	60.44	56.52	10.23	13.19	19.57	
Grade 11										
All Grades	30.47	22.26	24.36	57.35	62.19	56.00	12.19	15.55	19.64	

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
Grade 3									
Grade 4									
Grade 5									
Grade 11									
All Grades									



<b>Grade 3</b>	22.92	23.96	19.35	55.21	59.38	49.46	21.88	16.67	31.18
<b>Grade 4</b>	28.42	18.75	24.44	55.79	56.25	60.00	15.79	25.00	15.56
<b>Grade 5</b>	31.82	24.18	17.39	54.55	60.44	54.35	13.64	15.38	28.26
<b>Grade 11</b>									
<b>All Grades</b>	27.60	22.26	20.36	55.20	58.66	54.55	17.20	19.08	25.09

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	18.75	9.38	9.68	64.58	79.17	74.19	16.67	11.46	16.13
<b>Grade 4</b>	13.68	17.71	14.44	75.79	73.96	70.00	10.53	8.33	15.56
<b>Grade 5</b>	19.32	12.09	9.78	72.73	78.02	77.17	7.95	9.89	13.04
<b>Grade 11</b>									
<b>All Grades</b>	17.20	13.07	11.27	70.97	77.03	73.82	11.83	9.89	14.91

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	22.92	15.63	11.83	62.50	64.58	75.27	14.58	19.79	12.90
<b>Grade 4</b>	20.00	19.79	17.78	67.37	64.58	70.00	12.63	15.63	12.22
<b>Grade 5</b>	31.82	29.67	18.48	59.09	57.14	57.61	9.09	13.19	23.91
<b>Grade 11</b>									
<b>All Grades</b>	24.73	21.55	16.00	63.08	62.19	67.64	12.19	16.25	16.36

**Conclusions based on this data:**

1. Students meeting or exceeding standard in English Language Arts declined 4% (from 57% to 53%).
2. 5th graders not meeting standard increased almost 10% from the previous year.

# 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
Grade 3	99	99	96	96	96	93	96	96	93	97.0	97.0	96.9
Grade 4	96	96	93	95	96	90	94	96	90	99.0	100.0	96.8
Grade 5	91	91	95	88	91	93	88	91	93	96.7	100.0	97.9
All Grades	286	286	284	279	283	276	278	283	276	97.6	99.0	97.2

\* 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
Grade 3	2458.	2426.	2435.	34.38	22.92	26.88	25.00	26.04	24.73	17.71	20.83	20.43	22.92	30.21	27.96
Grade 4	2476.	2478.	2472.	17.02	27.08	25.56	32.98	21.88	17.78	30.85	22.92	28.89	19.15	28.13	27.78
Grade 5	2522.	2505.	2489.	28.41	24.18	23.66	20.45	23.08	17.20	29.55	24.18	17.20	21.59	28.57	41.94
All Grades	N/A	N/A	N/A	26.62	24.73	25.36	26.26	23.67	19.93	25.90	22.61	22.10	21.22	28.98	32.61

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	
Grade 3	36.46	28.13	31.18	40.63	47.92	41.94	22.92	23.96	26.88	
Grade 4	25.53	28.13	26.67	50.00	42.71	41.11	24.47	29.17	32.22	
Grade 5	27.27	13.19	25.81	44.32	52.75	32.26	28.41	34.07	41.94	
All Grades	29.86	23.32	27.90	44.96	47.70	38.41	25.18	28.98	33.70	

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
Grade 3	38.54	26.04	27.96	42.71	46.88	44.09	18.75	27.08	27.96
Grade 4	20.21	23.96	17.78	56.38	44.79	57.78	23.40	31.25	24.44
Grade 5	29.55	16.48	20.43	52.27	60.44	47.31	18.18	23.08	32.26
All Grades	29.50	22.26	22.10	50.36	50.53	49.64	20.14	27.21	28.26

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
<b>Grade 3</b>	33.33	21.88	24.73	48.96	54.17	56.99	17.71	23.96	18.28
<b>Grade 4</b>	23.40	25.00	26.67	55.32	46.88	48.89	21.28	28.13	24.44
<b>Grade 5</b>	22.73	17.58	16.13	57.95	61.54	58.06	19.32	20.88	25.81
<b>All Grades</b>	26.62	21.55	22.46	53.96	54.06	54.71	19.42	24.38	22.83

**Conclusions based on this data:**

1. The percentage of students meeting or exceeding standard in math decreased 3% (from 48% to 45%).
2. 4th grade had a 1.67% increase in students above standard over the previous year.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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>	1404.7	1386.7	1408.7	1420.2	1385.4	1423.9	1368.3	1389.8	1373.2	15	14	15
<b>1</b>	1382.8	1423.6	1417.7	1410.1	1442.5	1421.9	1354.8	1404.3	1412.9	11	12	13
<b>2</b>	*	1439.1	1443.1	*	1458.1	1456.2	*	1419.6	1429.3	9	11	13
<b>3</b>	1482.9	*	*	1494.5	*	*	1470.9	*	*	15	8	9
<b>4</b>	*	1504.5	*	*	1524.9	*	*	1483.6	*	10	16	8
<b>5</b>	1525.1	*	1480.5	1530.2	*	1489.7	1519.6	*	1470.7	12	9	15
<b>All Grades</b>										72	70	73

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>	6.67	21.43	6.67	26.67	14.29	40.00	46.67	21.43	33.33	20.00	42.86	20.00	15	14	15
<b>1</b>	0.00	8.33	15.38	0.00	33.33	7.69	36.36	0.00	23.08	63.64	58.33	53.85	11	12	13
<b>2</b>	*	0.00	7.69	*	45.45	23.08	*	18.18	15.38	*	36.36	53.85	*	11	13
<b>3</b>	0.00	*	*	53.33	*	*	33.33	*	*	13.33	*	*	15	*	*
<b>4</b>	*	18.75	*	*	37.50	*	*	18.75	*	*	25.00	*	*	16	*
<b>5</b>	8.33	*	6.67	50.00	*	40.00	33.33	*	33.33	8.33	*	20.00	12	*	15
<b>All Grades</b>	6.94	10.00	6.85	34.72	30.00	27.40	34.72	24.29	31.51	23.61	35.71	34.25	72	70	73

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>	26.67	21.43	13.33	6.67	14.29	33.33	46.67	35.71	33.33	20.00	28.57	20.00	15	14	15
<b>1</b>	0.00	25.00	23.08	27.27	16.67	15.38	54.55	33.33	15.38	18.18	25.00	46.15	11	12	13
<b>2</b>	*	9.09	30.77	*	45.45	15.38	*	18.18	7.69	*	27.27	46.15	*	11	13
<b>3</b>	33.33	*	*	33.33	*	*	26.67	*	*	6.67	*	*	15	*	*
<b>4</b>	*	50.00	*	*	25.00	*	*	18.75	*	*	6.25	*	*	16	*
<b>5</b>	41.67	*	40.00	50.00	*	40.00	0.00	*	0.00	8.33	*	20.00	12	*	15
<b>All Grades</b>	30.56	25.71	24.66	27.78	30.00	34.25	26.39	25.71	12.33	15.28	18.57	28.77	72	70	73

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>	0.00	14.29	6.67	26.67	7.14	13.33	33.33	35.71	46.67	40.00	42.86	33.33	15	14	15
<b>1</b>	0.00	0.00	15.38	0.00	25.00	7.69	36.36	8.33	7.69	63.64	66.67	69.23	11	12	13
<b>2</b>	*	0.00	7.69	*	9.09	7.69	*	45.45	23.08	*	45.45	61.54	*	11	13
<b>3</b>	0.00	*	*	13.33	*	*	60.00	*	*	26.67	*	*	15	*	*
<b>4</b>	*	0.00	*	*	18.75	*	*	25.00	*	*	56.25	*	*	16	*
<b>5</b>	8.33	*	0.00	16.67	*	20.00	41.67	*	20.00	33.33	*	60.00	12	*	15
<b>All Grades</b>	2.78	2.86	5.48	19.44	12.86	9.59	38.89	30.00	27.40	38.89	54.29	57.53	72	70	73

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			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
<b>K</b>	13.33	14.29	0.00	66.67	42.86	86.67	20.00	42.86	13.33	15	14	15
<b>1</b>	0.00	33.33	23.08	72.73	41.67	38.46	27.27	25.00	38.46	11	12	13
<b>2</b>	*	9.09	23.08	*	72.73	46.15	*	18.18	30.77	*	11	13
<b>3</b>	33.33	*	*	33.33	*	*	33.33	*	*	15	*	*
<b>4</b>	*	25.00	*	*	56.25	*	*	18.75	*	*	16	*
<b>5</b>	8.33	*	6.67	83.33	*	60.00	8.33	*	33.33	12	*	15
<b>All Grades</b>	20.83	18.57	10.96	58.33	51.43	54.79	20.83	30.00	34.25	72	70	73

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			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
<b>K</b>	20.00	14.29	20.00	53.33	42.86	53.33	26.67	42.86	26.67	15	14	15
<b>1</b>	0.00	33.33	15.38	81.82	25.00	30.77	18.18	41.67	53.85	11	12	13
<b>2</b>	*	27.27	30.77	*	54.55	38.46	*	18.18	30.77	*	11	13
<b>3</b>	53.33	*	*	40.00	*	*	6.67	*	*	15	*	*
<b>4</b>	*	75.00	*	*	18.75	*	*	6.25	*	*	16	*
<b>5</b>	91.67	*	80.00	8.33	*	0.00	0.00	*	20.00	12	*	15
<b>All Grades</b>	45.83	41.43	42.47	40.28	34.29	31.51	13.89	24.29	26.03	72	70	73

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			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
<b>K</b>	0.00	14.29	6.67	66.67	42.86	66.67	33.33	42.86	26.67	15	14	15
<b>1</b>	0.00	0.00	23.08	36.36	33.33	23.08	63.64	66.67	53.85	11	12	13
<b>2</b>	*	0.00	7.69	*	54.55	46.15	*	45.45	46.15	*	11	13
<b>3</b>	0.00	*	*	33.33	*	*	66.67	*	*	15	*	*
<b>4</b>	*	6.25	*	*	31.25	*	*	62.50	*	*	16	*
<b>5</b>	8.33	*	0.00	58.33	*	33.33	33.33	*	66.67	12	*	15
<b>All Grades</b>	5.56	4.29	6.85	50.00	35.71	38.36	44.44	60.00	54.79	72	70	73

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			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
<b>K</b>	26.67	42.86	20.00	26.67	21.43	33.33	46.67	35.71	46.67	15	14	15
<b>1</b>	0.00	16.67	7.69	36.36	16.67	30.77	63.64	66.67	61.54	11	12	13
<b>2</b>	*	9.09	0.00	*	45.45	53.85	*	45.45	46.15	*	11	13
<b>3</b>	6.67	*	*	86.67	*	*	6.67	*	*	15	*	*
<b>4</b>	*	6.25	*	*	62.50	*	*	31.25	*	*	16	*
<b>5</b>	16.67	*	13.33	58.33	*	53.33	25.00	*	33.33	12	*	15
<b>All Grades</b>	11.11	14.29	8.22	54.17	45.71	42.47	34.72	40.00	49.32	72	70	73

**Conclusions based on this data:**

1. The percentage of students whose proficiency is level 4 decreased 3%.
2. The majority of students' proficiency level is beginning (level 1), whereas in the previous two years, the majority of students' proficiency was somewhat/moderately.

# School and Student Performance Data

## Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

<b>Total student tested = 91</b>	
<b>Aerobic Capacity</b>	91
<b>Abdominal Strength and Endurance</b>	88
<b>Trunk Extensor Strength and Flexibility</b>	90
<b>Upper Body Strength and Endurance</b>	90
<b>Flexibility</b>	91

## Physical Fitness Test Results (PFT) 2017-2018

Number of Students Tested

<b>Total student tested = 101</b>	32
<b>Aerobic Capacity</b>	100
<b>Body Composition</b>	101
<b>Abdominal Strength and Endurance</b>	101
<b>Trunk Extensor Strength and Flexibility</b>	101
<b>Upper Body Strength and Endurance</b>	101
<b>Flexibility</b>	99

### Conclusions based on this data:

1. The California Physical Fitness exam was administered in 2023-2024.

# California Healthy Kids Survey

## Elementary Schools Grade 5:

Table

• School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	76 %	4.7
• Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	79 %	4.7
• Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	93 %	6.1

1. This assessment is administered every 2 years. The conclusions are based on our most recent California Healthy Kids Survey data.

2. The percentage of students who felt connected to the school most or all of the time, increased from 75% in 2019/2020 to 76% in 2021/2022. There was a decrease with students feeling safe at school, from 82% to 79%, which is still above the State average.

3. There was an increase of students feeling respected. The number increased from 76% to 93%.

## Middle Schools Grade 7 and High Schools Grades 9 and 11:

7<sup>th</sup> or 9<sup>th</sup> Grade

11<sup>th</sup> Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	%	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	%	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	%	%

1.

2.



# School and Student Performance Data

## Student Population

The 2023 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.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>587</b>	<b>34.9</b>	<b>11.4</b>	
Total Number of Students enrolled in Arroyo Seco Elementary School.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	67	11.4
<b>Foster Youth</b>		
<b>Homeless</b>	27	4.6
<b>Socioeconomically Disadvantaged</b>	205	34.9
<b>Students with Disabilities</b>	114	19.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	7	1.2
<b>American Indian</b>	1	0.2
<b>Asian</b>	43	7.3
<b>Filipino</b>	16	2.7
<b>Hispanic</b>	172	29.3
<b>Two or More Races</b>	60	10.2
<b>Pacific Islander</b>	2	0.3
<b>White</b>	286	48.7

### Conclusions based on this data:

1. Our population of students who identify as white, decreased by 2%.

2. Our percentage of students who are English Learners has increased; our current population of English Learners is similar to enrollment in 2019-2020. Of our students served by Local Control and Accountability Plan (LCAP) funds, Socioeconomically Disadvantaged make up the largest population of our school (20.3%).

# 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.”



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Our students' strongest area in Fall 2023 was English Language Arts as indicated by students meeting standard.
2. The area with the greatest potential for improvement is our English Learner Progress, followed by our suspension rate.

- 
- 
3. The progress of our English Learners is not consistent with the overall progress of our student population. This is an area for improvement.

# School and Student Performance Data

## Academic Performance English Language Arts

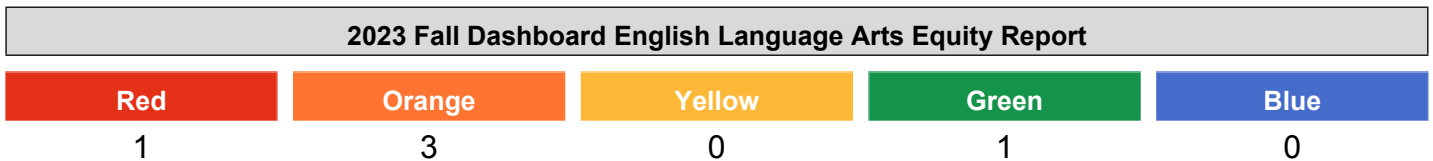
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 12.6 points above standard Decreased -14.7 points 278 Students	<b>English Learners</b>  Red 76.5 points below standard Decreased Significantly -17.7 points 39 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 74.1 points below standard 14 Students	<b>Socioeconomically Disadvantaged</b>  Orange 47.3 points below standard Decreased -6.3 points 68 Students	<b>Students with Disabilities</b>  Orange 64 points below standard Decreased -5.6 points 68 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	 No Performance Color 0 Students	58.4 points above standard Decreased -3.1 points  19 Students	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.9 points below standard Decreased -4.1 points  89 Students	47.4 points above standard Maintained +0.9 points  29 Students	 No Performance Color 0 Students	 Green 34.3 points above standard Decreased Significantly - 25.4 points  131 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard Decreased Significantly -15.9 points  32 Students	Less than 11 Students  7 Students	25.6 points above standard Decreased -13.7 points  223 Students

**Conclusions based on this data:**

- Our English Learners performed 76.5 points below standard while our English Only students performed 25.6 points above standard in English Language Arts.
- Our socioeconomically disadvantaged students scored 47.3 points below standard and our students with disabilities scored 64 points below standard compared with the average student performance of 12.6 points above standard in English Language Arts.
- While students who identify as Two or More Races or White scored very high (47.4 points above standard and 34.3 points above standard, respectively,) our Hispanic students scored 35.9 points below standard in English Language Arts, demonstrating an achievement gap.

# School and Student Performance Data

## Academic Performance Mathematics

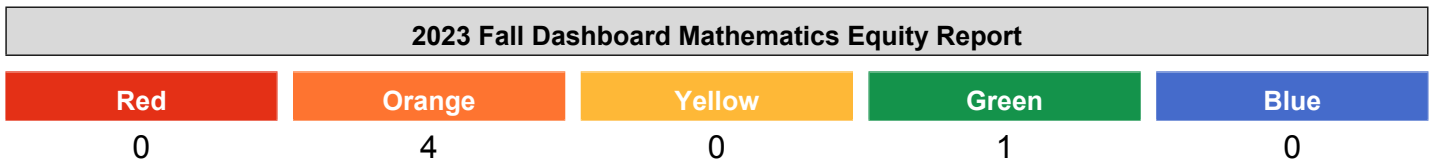
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>11.2 points below standard</p> <p>Decreased -14.9 points</p> <p>278 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>84.7 points below standard</p> <p>Decreased -4.6 points</p> <p>39 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>99.6 points below standard</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>81.8 points below standard</p> <p>Decreased Significantly -23 points</p> <p>68 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>83.1 points below standard</p> <p>Decreased Significantly -20.7 points</p> <p>68 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	 No Performance Color 0 Students	36.3 points above standard Decreased -10.2 points  19 Students	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.7 points below standard Decreased Significantly - 18.2 points  89 Students	10.7 points above standard Decreased -5.7 points  29 Students	 No Performance Color 0 Students	 Green 14.8 points above standard Decreased -14.9 points  131 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.3 points below standard Decreased -13.9 points  32 Students	Less than 11 Students  7 Students	0.5 points below standard Decreased -13.8 points  223 Students

#### Conclusions based on this data:

- Overall, our students scored in the yellow for mathematics; but a closer look reveals an achievement gap between white students (14.8 points above standard), our Asian students (36.3 points above standard), and our students of two or more races (10.7 points above standard) and all other student groups.
- The achievement gap between our Hispanic students and our students of two or more races is 74.4 points; the achievement gap between our Hispanic students and our white students is 78.5 points; and the achievement gap between our Hispanic students and our Asian students is 100 points.
- Our English Learners are the furthest below standard, behind both our students with disabilities and our socioeconomically disadvantaged students.



# School and Student Performance Data

## Academic Performance English Learner Progress

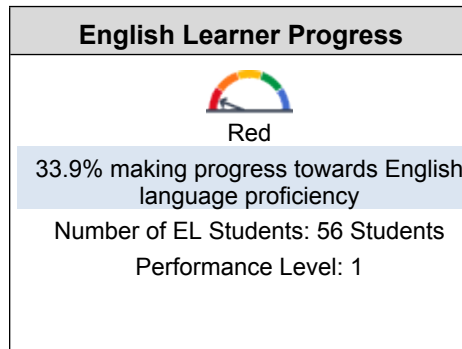
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	23	0	19

#### Conclusions based on this data:

1. Our students at ELPI Level 4 either progressed on ELPI level or decreased on ELPI level.
2. 75% of our Emerging Bilingual students maintained or progressed one ELPI level while 25% decreased one ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

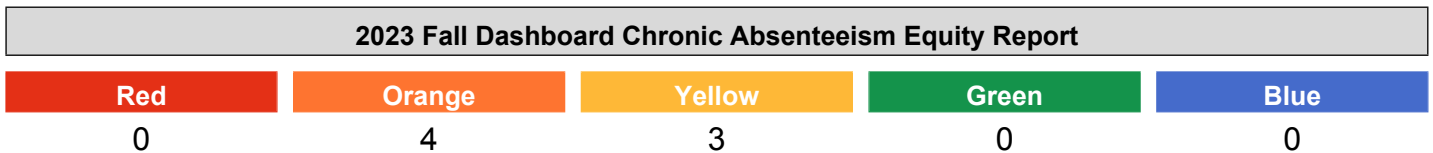
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>18.5% Chronically Absent</p> <p>Declined Significantly -8.5</p> <p>606 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>31.3% Chronically Absent</p> <p>Declined -12</p> <p>80 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>45.2% Chronically Absent</p> <p>Declined -13.2</p> <p>31 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>36.9% Chronically Absent</p> <p>Declined -12.1</p> <p>149 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>27.5% Chronically Absent</p> <p>Declined -6.4</p> <p>142 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  10 Students	Less than 11 Students  1 Student	 Orange 14.9% Chronically Absent Increased 0.9 47 Students	12.5% Chronically Absent Declined -20.8  16 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 33% Chronically Absent Declined Significantly -10.3  179 Students	 Yellow 13.3% Chronically Absent Declined -11.7  60 Students	Less than 11 Students  2 Students	 Yellow 10.7% Chronically Absent Declined Significantly -7.7  291 Students

**Conclusions based on this data:**

1. Our chronic absenteeism is high or very high in all categories for which a statistically significant population of students exists.
2. Chronic absenteeism is high among white and Asian students, while it is very high among all other races/ethnicities. Our school needs to improve on being a welcoming place for all.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

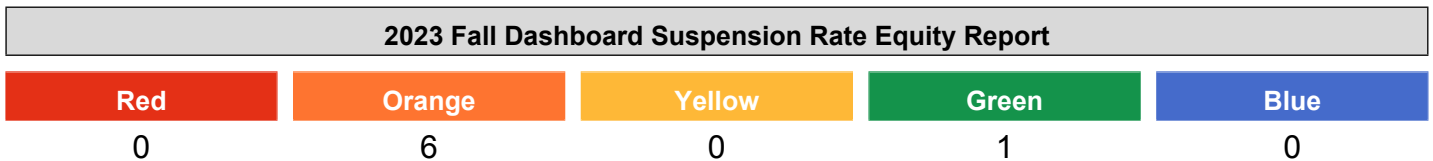
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 0.5 608 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 2.5 80 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>3.2% suspended at least one day</p> <p>Declined -0.6 31 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 1.4 150 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 4.2 142 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 2.1 47 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 16 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 0.7 179 Students</p>	<p align="center"> Green</p> <p>1.6% suspended at least one day</p> <p>Declined -1.5 61 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 0.7 292 Students</p>

**Conclusions based on this data:**

1. Suspension rates are lowest for our students of two or more races.
2. Suspension rates are highest for students with disabilities, followed by students identified as homeless.
3. Asian students are suspended at a higher rate than white students and Hispanic students.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 1

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2022-2023 CAASPP Data compared to 2023-2024 CAASPP Data	We will decrease the percentage of students not meeting standard and nearly meeting standard by 5%.	4th grade decreased the percentage of students not meeting and nearly meeting standard in ELA by 8.81%. 5th grade saw an increase of 10% of students not meeting or nearly meeting standard and 3rd grade saw an increase of 1% of students not meeting or nearly meeting standard in ELA. In Mathematics, 3rd grade decreased by 4% the number of students not meeting and nearly meeting standard. 4th grade decreased by 3.48% the number of students not meeting and nearly meeting standard. 5th grade increased the number of students not meeting and nearly meeting standard by 5.65%
2022-2023 CAASPP Data compared to 2023-2024 CAASPP Data	We will increase the percentage of students meeting or exceeding standard by 6%.	The percentage of students meeting or exceeding standard declined in grades 3-5.+
District Writing Assessment	We will increase the percentage of students demonstrating proficiency on the District Writing Assessment by 7%.	The percentage of students demonstrating proficiency on the District Writing Assessment declined.
ELPAC assessment data	We will increase the percentage of English Learners who advance in their EL proficiency level by 10%.	While we did not meet our 10% increase target, we did increase the percentage of English Learners who advanced in their EL proficiency level by 3%.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension	Literacy/Reading Comprehension	Online Programs such as Reading A-Z 4000-4999: Books And	Online Programs such as Reading A-Z 4000-



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>We will focus on improving our Tier 1 instruction through professional development with an emphasis on Multi Tiered Systems of Support (MTSS), differentiated instruction, and strategies that support English Learners. Through the use of Professional Learning Communities (PLCs), teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to group students by targeted skills, providing instruction to support student growth in identified skill areas, all tied to the essential standards. Through the use of EasyCBM data, the school district phonics screener, and grade-level specific measures like Sonday spelling tests that allow teachers to assess individual student reading fluency, all students will have baseline data that teachers will monitor to group students, provide interventions or enrichments to ensure student growth. Teachers will use intervention and whole group instructional materials such as 95%, Heggerty, and Sonday systems to support students in reading. We will use Sonday systems to provide whole class multisensory instruction in phonemic awareness to improve reading fluency twenty minutes per day, four times a week, school wide. We will continue to employ and expand</p>	<p>Our Tier 1 instruction included the use of Lexia for designated ELD time and Guided Language Acquisition Design (GLAD) and Achievement Via Individual Determination (AVID) strategies to support integrated ELD as evidenced by class-developed posters and word walls. The instructional leadership team met throughout the year to develop an essential vocabulary articulation plan for English Language Arts. Kindergarten and first grades used Heggerty to provide evidence based tier 1 reading instruction. In Kindergarten, teachers piloted University of Florida Literacy Institute (UFLI) and began using UFLI in place of Sonday to provide additional evidence based Tier 1 reading instruction. Grades 2-5 used the Sonday System to provide whole class multisensory instruction. Our reading interventionist restructured the PAL lab for ease of student groupings and for ease of access for teachers to check out Tier 2 intervention materials. While professional development had been planned for Science of Reading, this shifted to support teachers in their understanding and use of the Tier 2 intervention materials available to them. The collaboration time dedicated to PLCs allowed teams to monitor student academic</p>	Supplies LCFF - Base 1,500	4999: Books And Supplies LCFF - Base 0
		BrainPop Subscription 4000-4999: Books And Supplies LCFF - Supplemental 4,850	BrainPop Subscription 4000-4999: Books And Supplies LCFF - Supplemental 4,841.45
		Educational Software for Guiding Instruction (ESGI) 4000-4999: Books And Supplies LCFF - Base 1,500	Educational Software for Guiding Instruction (ESGI) 4000-4999: Books And Supplies LCFF - Base 0
		Razz Kids Subscription 4000-4999: Books And Supplies LCFF - Base 700	Razz Kids Subscription 4000-4999: Books And Supplies LCFF - Base 0
		Instructional Assistant to support with interventions for English Learners, Socioeconomically Disadvantaged, and Homeless/Foster Youth identified as needing additional support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 20,930.71	Instructional Assistant to support with interventions for English Learners, Socioeconomically Disadvantaged, and Homeless/Foster Youth identified as needing support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 20,930.71
		Hourly pay for teachers to collaborate with the reading interventionist to plan professional development for teaching staff. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 500.00	Hourly pay for teachers to collaborate with reading interventionist to plan professional development for teaching staff. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>computer programs such as NewsELA and Reading A-Z. TK through 1st grade will use Heggerty for phonemic awareness development. Collaboration time will be structured to allow for Professional Learning Community (PLC) meetings, grade-level meetings, and professional development meetings. Teachers will receive professional development about the Science of Reading to support early literacy 6 times over the course of the year, with 45 minutes-1 hour allotted for each training session. The expected outcome will be that teachers will apply scientifically grounded approaches to literacy to their instruction and to their selection of supplemental materials to support student literacy. Collaboration time dedicated to PLCs will allow teams to monitor the academic progress and performance of students and provide appropriate academic interventions, while the Coordination of Services Team (COST) will focus on Tier 2 and 3 academic, behavioral, and social/emotional supports for students. English Learners (ELs) will receive designated instruction in English for thirty minutes daily using a combination of teacher-led instruction and teacher-monitored use of the Lexia English online program. Teachers who are both GLAD trained and have received AVID</p>	<p>progress a minimum of 6 times this year, and more frequent progress monitoring, along with better use of human resources to support students in small groups, allowed for more fluid student groupings. Progress monitoring included the use of EasyCBM assessments, spelling inventories, Souday assessments, and reading comprehension passages. The Coordination of Services Team (COST) expanded to include our school psychologist and the school district social worker, allowing us to provide a wider range of Tier 2 and Tier 3 behavioral and social/emotional supports for students.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>training to support English Learners will provide professional development on instructional strategies four times during the school year, starting with strategies to use, then meeting with staff to ensure successful implementation of the strategies. We will assure vertical alignment and common instructional approaches to essential academic language vocabulary for ELA. The expected outcome is that we will see an increase in students advancing one level on the ELPAC annually.</p>			
<p>Mathematics We will focus on improving our Tier 1 instruction through of the essential standards professional development on academic language and math talks, AVID strategies to support mathematical learning, and strategies that support English Learners. This professional development will occur four times over the course of the school year. Through the use of professional learning communities, teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to support instruction in grades 3-5. Grade 3 teachers will be provided release time to observe Math Talks lessons, followed by time to lesson plan for math instruction.</p>	<p>Mathematics Our school has improved Tier 1 instruction through articulation of the essential standards, along with professional development around math talks throughout the school year. While the instructional leadership team was able to develop a vertical articulation plan for essential academic vocabulary, it has yet to be implemented school wide. AVID strategies, including goal setting and call and response, were used to support student learning. Each grade level used common assessments provided by the math Curriculum to drive instruction. Grades 3-5 received a grant and participated in two cycles of the SVMl Lesson Study. All teachers assisted students in accessing Dreambox and</p>	<p>Math Program: Happy Numbers 4000-4999: Books And Supplies LCFF - Base 1,000</p> <p>Release time to complete instructional rounds for math, co-plan lessons based on best practices; hourly pay for the site math lead to participate in ILT meetings focused on professional development, hourly pay for lesson planning and training with the district math teacher on special assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 2,420</p> <p>SVMl Grant funding: release time, stipends, purchase of materials for the 5th grade teachers to complete lesson studies to improve math instructional practices.</p>	<p>Math Program: Happy Numbers 4000-4999: Books And Supplies LCFF - Base 0</p> <p>Teachers in the 3rd and 4th grades completed a lesson study for math via the Silicon Valley Math Initiative (SVMl) grant. They used release time to plan a lesson, teach the lesson, observe the lesson, and refine the lesson. 0.00</p> <p>SVMl grant fully funded the release time and stipends for 5th grade teachers to complete lesson studies to improve math</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Grade 4 teachers responsible for math instruction will meet with district supported math coaches to provide support around intervention. Grade 5 teachers will complete the Silicon Valley Math Initiative (SVMI) lesson study from September-February to develop more effective math instructional practices. Teachers will use curriculum assessments and EasyCBM math assessments to guide instruction. Teachers will assure students are using DreamBox 20 minutes daily, and will assure students are completing lessons started in order to monitor students' progress toward standards in math. We will continue to implement and refine Counting Collections for Transitional Kindergarten (TK), Kindergarten (K), first, and second grade classrooms to develop greater number sense for our youngest learners. We will vertically align common essential academic vocabulary to assure consistency of instruction. Students are connected to student learning through the annual Math Festival.</p>	<p>we saw a significant increase in student usage of Dreambox over the previous year. Collaboration time was used periodically throughout the year for teachers to sign in to Dreambox and monitor student progress. Counting Collections was used in TK-2nd grade classrooms to develop greater number sense. Students had the opportunity to participate in the annual Math Festival.</p>	<p>7000-7439: Other Outgo Other 3,000</p>	<p>instructional practices. 0.00</p>
<p>Writing We will focus on improving our Tier 1 instruction through professional development with an emphasis on Multi-Tiered Systems of Support (MTSS),</p>	<p>All grade levels used AVID practices and differentiated instruction to support English Learners in their writing. District writing prompts to created baseline data for student writing progress.</p>	<p>Teacher hourly rate for professional development leads 1000-1999: Certificated Personnel Salaries LCFF - Base 1,000</p>	<p>Teacher hourly rate for professional development needs and articulation 1000-1999: Certificated Personnel Salaries LCFF - Base 3,010</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>differentiated instruction, and strategies that support English Learners. Through the use of professional learning communities, teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to support instruction. With the analysis of district writing prompts, and other common assessments, teachers will have baseline data that can be monitored to differentiate instruction. Using AVID practices for aligning the work in a school, we will develop a schoolwide approach to teaching the essential elements of paragraph writing. We will provide teachers training on AVID strategies to focus on writing, inquiry, collaboration, organization and reading. English Learners (ELs) will receive designated instruction in English for thirty minutes daily using a combination of teacher-led instruction and teacher-monitored use of the Lexia English online program. Teachers who are both GLAD trained and have received AVID training to support English Learners will provide professional development on instructional strategies three times during the school year, starting with strategies to use, then meeting with staff to ensure successful implementation of the strategies. The expected outcome is that we will see an increase in</p>	<p>English Language Learners received designated instruction through Lexia and instruction. GLAD trained teachers used strategies to support English Learners. Staff received training by a GLAD trained staff member 3 times this year.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students advancing one level on the ELPAC annually.			
<p>College and Career Readiness</p> <p>We will work with our leadership students to include college awareness into school assemblies and spirit weeks. We will survey 5th graders on their career interests and work with our PTA and broader community to bring in adults in those fields for a career fair for 5th grades. Leadership students promoting AVID College and Career Readiness will give presentations to classes about careers and how to pursue the career.</p>	<p>College and Career Readiness</p> <p>In the fall, students in 4th and 5th grades completed a career interest survey. In partnership with the PTA and the broader community, the school hosted a career fair in April for all 4th and 5th graders. Leadership students hosted a college spirit week, providing information about local colleges and universities each day of the week of the PA system.</p>		

## Analysis

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

With significant concerns for student behavior, we were unable to focus on Tier 1 reading instruction to the degree originally planned for the year, shifting priorities for professional development to address these concerns. Our Tier 1 instruction included the use of Lexia for designated ELD time and GLAD and AVID strategies to support integrated ELD as evidenced by class developed posters and word walls. The instructional leadership team met throughout the year to develop an essential vocabulary articulation plan for English Language Arts. Kindergarten and first grades used Heggerty to provide evidence based Tier 1 reading instruction. In Kindergarten, teachers piloted UFLI and began using UFLI in place of Sonday to provide additional evidence based Tier 1 reading instruction. Grades 2-5 used the Sonday System to provide whole class multisensory instruction. Our reading interventionist restructured the PAL lab for ease of student groupings and for ease of access for teachers to check out Tier 2 intervention materials. While professional development had been planned for Science of Reading, this shifted to support teachers in their understanding and use of the Tier 2 intervention materials available to them. The collaboration time dedicated to PLCs allowed teams to monitor student academic progress a minimum of 6 times this year, and more frequent progress monitoring, along with better use of human resources to support students in small groups, allowed for more fluid student groupings. Progress monitoring included the use of EasyCBM assessments, spelling inventories, Sonday assessments, and reading comprehension passages. The Coordination of Services Team (COST) expanded to include our school psychologist and the school district social worker, allowing us to provide a wider range of Tier 2 and Tier 3 behavioral and social/emotional supports for students.

Our school has improved Tier 1 instruction through articulation of the essential standards, along with professional development around math talks throughout the school year. While the instructional leadership team was able to develop a vertical articulation plan for essential academic vocabulary, it has yet to be implemented school wide. AVID strategies, including goal setting and call and response, were used to support student learning. Each grade level used common assessments provided by the math Curriculum to drive instruction. Grades 3-5 received a grant and participated in two cycles of the SVMJ Lesson Study. All teachers assisted students in accessing Dreambox and we saw a significant increase in student usage of Dreambox over the previous year. Collaboration time was used periodically throughout the



year for teachers to sign in to Dreambox and monitor student progress. Counting Collections was used in TK-2nd grade classrooms to develop greater number sense. Students had the opportunity to participate in the annual Math Festival.

All grade levels used AVID practices and differentiated instruction to support English Learners in their writing. District writing prompts provided baseline data for student writing progress. English Language Learners received designated instruction through Lexia and instruction. GLAD trained teachers used strategies to support English Learners. Staff received training by a GLAD trained staff member 3 times this year.

In the fall, students in 4th and 5th grades completed a career interest survey. In partnership with the PTA and the broader community, the school hosted a career fair in April for all 4th and 5th graders. Leadership students hosted a college spirit week, providing information about local colleges and universities each day of the week of the PA system.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The percentage of English Learners who advanced one or more proficiency levels increased. Measures taken to improve ELA and math were not effective, as we saw a decline in both math and ELA achievement at all grade levels with the exception of 4th grade ELA, who closed the proficiency gap by lessening the number of students not meeting standard.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The SVMII grant provided funding for professional development to support teachers with completing a lesson study rather than providing release time for instructional rounds. We did not renew subscriptions for ESGI, Happy Numbers, and Razz Kids.

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 provide additional release time for professional development/planning for the science of reading, math lesson strategies, and GLAD strategies as found in planned improvements.

We will no longer provide an additional instructional assistant.

Based on the number of students served, we will no longer fund a school wide BrainPop subscription. Teachers may subscribe for their individual classes.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 2

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Annual attendance rate/ chronic absenteeism	By working with our Child Welfare and Attendance (CWA) Specialist, we will work to reduce the percentage of students chronically absent.	Overall attendance improved slightly over the previous year, however student chronic absenteeism increased 4% from 11.4% in 2023 to 15.3% in 2024. The greatest number of students who were chronically absent were in Kindergarten, followed by second then first grades. TK, 4th and 5th grades saw the least number of students who were chronically absent.
Students with 2 or more major office discipline referrals.	Through the implementation of Positive Behavioral Interventions and Supports (PBIS) and the use of restorative practices and alternatives to suspension, we will reduce the number of students with 2 or more major office discipline referrals as measured by EduClimber data.	The implementation of Positive Behavioral Interventions and Supports did not lead to a reduction of students with 2 or more major office discipline referrals; we saw an increase of one student receiving 2 or more major office discipline referrals.
Physical Fitness Activity Logs, student aerobic capacity measures.	Students will participate in daily physical activity as part of an overall healthy lifestyle. 98% or more of 5th grade students will participate in the physical fitness test.	Through PE and recess, students participated in daily physical activity.
SWIS Data, Healthy Kids Survey, Panorama Survey, PBIS documents, Kid Connection	Student teacher relationships positive responses will increase 5% by spring 2024 and student sense of belonging positive responses will increase 3%.	Student teacher relationships positive responses increased by 6% from spring 2023 to spring 2024; student sense of belonging positive responses increased 1% from spring 2023 to spring 2024 based on Panorama survey data.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will implement Positive Behavioral Interventions and Supports strategies to	Positive Behavioral Interventions and Supports strategies were used to teach and	Incentive Necklaces/ Positive recognition, Postcards and Postage PTA 3,000	Incentive Necklaces/Positive recognition, postcards and postage PTA 2,093



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teach and incentivize pro-social student behavior. We will implement a consistent schoolwide system around the three school rules. On a weekly basis, teachers will continue to monitor behavior and address the rules within their classrooms. Teachers will promote our school rules, recognizing students who are "Caught Being Colts." Students who receive recognition will be announced weekly during Friday announcements. Monthly spirit assemblies will announce positive successes in school, and recognize Students of the Month following our Colt Community Rules and exhibiting traits taught from Second Step SEL curriculum. We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity and competence. All staff will utilize behavior specific praise and will distribute incentive charms to students outside of class (recess, lunch, library, etc.). Leadership students will create videos for Seco News, which includes reinforcing our behavior expectations. Videos will be housed on a website that will be accessible throughout the year. We will continue to provide therapy sessions for students through our Kid Connection specialist. We will train conflict managers to help students solve problems on the yard. Students will have "Incentive</p>	<p>incentivize pro-social behavior and we implemented a consistent schoolwide system based around the three school rules. Teachers continued to monitor behavior and address the rules within their classroom, although this instruction did not occur on a weekly basis school wide. Teachers promoted school rules using a recognition system for students who were "Caught Being Colts." Students who were recognized submitted their tickets for the weekly drawing, and they were announced via a weekly video. Monthly spirit assemblies recognized students of the month for following our Colt Community Expectations and the traits taught from the Second Step SEL curriculum, although not all classes taught the Second Step SEL curriculum. Staff utilized behavior specific praise and distributed incentive charms to students. Leadership students created videos for Seco News which included reinforcing our behavior expectations. Our Kid Connection specialist continued to provide therapy sessions for students. Conflict managers helped students solve problems on the playground. Parent contact was made to recognize positive student behaviors, and alternatives to suspension and restorative practices continued to be used.</p>	<p>Assemblies to promote positive behaviors 7000-7439: Other Outgo PTA 3,000</p>	<p>Assemblies to promote positive behaviors 7000-7439: Other Outgo PTA 4,200</p>
			<p>Assemblies to promote positive behaviors 7000-7439: Other Outgo Discretionary 300</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Necklaces" to promote positive behaviors around attendance, reading, behavior, etc. Administration will make weekly contact with parents based on positive behaviors. Administration will continue to use reflection sheets, alternatives to suspension, and restorative practices so students are staying in school to access curriculum. A special table will be set up at lunch for the winners of the COLT expectations and one friend to have a special lunch. Teachers will mail home at least one postcard per student highlighting a positive accomplishment related to our schoolwide behavior expectations. The Second Step curriculum will be taught in all grades to promote student social-emotional learning and to build classroom community.</p>	<p>With the addition of a Wellness Center, students were able to engage in restorative circles as a means to address harm. Teachers mailed home postcards to each student highlighting a positive accomplishment related to the schoolwide behavior expectations.</p>		
<p>Schoolwide, we will implement the social-emotional curriculum Second Step, which is aligned with the CA Health &amp; Wellness Standards and the T-SEL (Transformative Social Emotional Learning Standards,) to provide students with resources to help them manage their emotions, along with using the Zones of Regulation to provide visual cues for students to identify their emotions and determine strategies to manage them. Students will also participate in</p>	<p>The school counselor and counseling intern delivered the Second Step social-emotional curriculum to all 4th and 5th grade classes this year. All Kindergarten completed the Second Step social-emotional curriculum. Grades 1-3 were inconsistent in implementing Second Step. Staff received training in the Zones of Regulation and introduced the Zones of Regulation to students. Schoolwide assemblies addressing growth mindset, inclusivity, and kindness</p>	<p>School wide assemblies 7000-7439: Other Outgo PTA 3,000</p> <p>Incentives/certificates for PBIS 4000-4999: Books And Supplies Admin. discretionary 2,500</p> <p>Supplies and materials for the Wellness Center 4000-4999: Books And Supplies PTA 1,000</p>	<p>School wide assemblies 7000-7439: Other Outgo PTA 4,200</p> <p>Caught Being a Colt tags and stickers/ assebmly tags 1,800</p> <p>Supplies and materials for the Wellness Center 4000-4999: Books And Supplies PTA 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>schoolwide assemblies to give a sense of belonging, improve motivation, and develop our school culture. Leadership students, under the guidance of teachers, will work on community building and random acts of kindness throughout the school. The school counselor will assist in implementation of the curriculum. With the Coordination of Services Team (COST) school counselor-led small group sessions will be created for students who need additional support. The counselor will work from a newly established Wellness Center, to which students can be referred to the Wellness Center for no more than 15 minutes in order to assist with self-regulation and returning to the classroom. Students identified through COST who need more extensive support will receive individual or small group counseling services. Teachers will use passes to refer students and data will be collected. A focus group of LatinX and African American students who did not respond favorably to the fall Panorama survey and their parents will be formed to gain insight into the needs of the students on which the school will take action.</p>	<p>were provided for all students. Through our Wellness Center, students engaged in a Fly to Wellness Campaign, creating paper airplanes with ways students help to keep themselves well. The school counselor led small group sessions centered around building and maintaining friendships, a topic identified through the COST team. Teachers used passes to refer students and data was collected to monitor student access to the Wellness Center.</p>		
<p>We will reduce the number of chronically absent students by working with our Child Welfare and Attendance Aide to monitor trends in</p>	<p>Students who were chronically absent were addressed via COST and families were connected to our school district social worker to provide</p>	<p>Purchase of attendance charms 7000-7439: Other Outgo PTA 3,000</p>	<p>Purchase of attendance charms 7000-7439: Other Outgo PTA 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
absenteeism and support families with school attendance. We will jointly work with families of our chronically absent students to provide any and all support available. We will continue to monitor attendance and reward students with attendance charms.	additional support for families.		
We will reduce the number of students with 2 or more major office discipline referrals by 3%, as measured by EduClimber data, and suspension reports. We will utilize alternatives to suspension and alternative means of correction, restorative practices, and mediation.	We utilized alternatives to suspension and alternative means of correction, restorative practices, and mediation to address student behavior on campus.	Duplicate copies of referral forms 4000-4999: Books And Supplies Admin. discretionary 500	Duplicate copies of referral forms 4000-4999: Books And Supplies Admin. discretionary 300
We will use the state-adopted standards for PE to assure grade and age appropriate instruction with an emphasis on movement concepts and manipulative skills. We will upgrade and purchase equipment needed to emphasize these specific, targeted areas. Regular physical education will be implemented at the school site, in alignment with the state requirements.	Teachers were provided with lessons and activities aligned to the state-adopted standards for PE to assure age appropriate instruction, emphasizing movement concepts and manipulative skills. Additional equipment was purchased by some grade levels. Students engaged in regular physical education in alignment with the state requirements.	Purchase of PE equipment 4000-4999: Books And Supplies PTA 2,000	Purchase of PE equipment 4000-4999: Books And Supplies PTA 100
We will continue to provide students access to social-emotional support through our Kid Connection specialist and augment the support provided through our school counselor and counseling intern.	Students continued to have access to social-emotional support through our Kid Connection specialist and our school counselor and counseling intern provided both individual and small group counseling to students.	Salary for Kid Connection Specialist 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,293.20	Salary for Kid Connection Specialist 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,293.20

# Analysis

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

Positive Behavioral Interventions and Supports strategies were used to teach and incentivize pro-social behavior and we implemented a consistent schoolwide system based around the three school rules. Teachers continued to monitor behavior and address the rules within their classroom, although this instruction did not occur on a weekly basis school wide. Teachers promoted school rules using a recognition system for students who were "Caught Being Colts" Students who were recognized submitted their tickets for the weekly drawing, and they were announced via a weekly video. Monthly spirit assemblies recognized students of the month for following our Colt Community Expectations and the traits taught from the Second Step SEL curriculum, although not all classes taught the Second Step SEL curriculum. Staff utilized behavior specific praise and distributed incentive charms to students. Leadership students created videos for Seco News which included reinforcing our behavior expectations. Our Kid Connection specialist continued to provide therapy sessions for students. Conflict managers helped students solve problems on the playground. Parent contact was made to recognize positive student behaviors, and alternatives to suspension and restorative practices continued to be used. With the addition of a Wellness Center, students were able to engage in restorative circles as a means to address harm. Teachers mailed home postcards to each student highlighting a positive accomplishment related to the schoolwide behavior expectations.

The school counselor and counseling intern delivered the Second Step social-emotional curriculum to all 4th and 5th grade classes this year. All Kindergarten completed the Second Step social-emotional curriculum. Grades 1-3 were inconsistent in implementing Second Step. Staff received training in the Zones of Regulation and introduced the Zones of Regulation to students. Schoolwide assemblies addressing growth mindset, inclusivity, and kindness were provided for all students. Through our Wellness Center, students engaged in a Fly to Wellness Campaign, creating paper airplanes with ways students help to keep themselves well. The school counselor led small group sessions centered around building and maintaining friendships, a topic identified through the COST team. Teachers used passes to refer students and data was collected to monitor student access to the Wellness Center.

Students who were chronically absent were addressed via COST and families were connected to our school district social worker to provide additional support for families.

We utilized alternatives to suspension and alternative means of correction, restorative practices, and mediation to address student behavior on campus.

Teachers were provided with lessons and activities aligned to the state-adopted standards for PE to assure age appropriate instruction, emphasizing movement concepts and manipulative skills. Additional equipment was purchased by some grade levels. Students engaged in regular physical education in alignment with the state requirements.

Students continued to have access to social-emotional support through our Kid Connection specialist and our school counselor and counseling intern provided both individual and small group counseling to students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

49 students accessed services via our school Wellness Center, comprising 8% of our student population. We saw an increase in the percentage of students who were chronically absent but also saw an improvement overall in student attendance.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Additional funding from PTA for an assembly to address diversity and acceptance.

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.

Attendance will be further addressed by providing incentives for the class with the best attendance each month as found in planned improvements.

# Annual Review and Update

**SPSA Year Reviewed: 2023-24**

## Goal 3

Enhance parent and community engagement and communication.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Increase the number of activities available for parent involvement and communication.</p>	<p>There will be a sense of community for more of our families. Our parent involvement will increase by 5% as measured by PTA membership and PTA parent volunteer hours.</p>	<p>Parent involvement and family participation in events outside of school increased. Parent volunteers and community volunteers were integral to the success of our first career fair.</p>

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Utilize Blackboard messaging and SMORE Newsletters to communicate and disseminate information. Keep the school website current with up-to-date information. We will continue to hold parent information meetings and other meetings such as English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) meetings. We will continue to provide translators for conferences, Student Study Teams (SST), and ELAC meetings. Teachers will mail home postcards with positive feedback about their student to each parent/guardian over the course of the school year.</p>	<p>Blackboard messaging and SMORE Newsletters were used to communicate and disseminate information. The school website remained current with up-to-date information. Parent information meetings were held to address behavior concerns, along with English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) meetings. We continue to provide translators for conferences, Student Study Teams (SST), and ELAC meetings. Teachers mailed home postcards with positive feedback to each parent/guardian over the course of the school year.</p>	<p>Translators for meetings, childcare for ELAC as needed 2000-2999: Classified Personnel Salaries LCFF - Supplemental 900.00</p> <p>Supplies for ELAC meetings 4000-4999: Books And Supplies LCFF - Supplemental 126.09</p>	<p>Translators for meetings, childcare for ELAC as needed 2000-2999: Classified Personnel Salaries LCFF - Supplemental 250.00</p> <p>Supplies for ELAC meetings 4000-4999: Books And Supplies Admin. discretionary 57.49</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Using student responses to the Panorama fall survey, we will identify a focus group of students and their parents from whom to gather information on actionable ways the school can improve connectedness and build student and teacher relationships.	We did not use the Panorama fall survey to identify a focus group of students.		

## Analysis

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

The number of SMORE newsletters sent increased over the course of the school year from once monthly to twice monthly. Parent feedback provided guidance on the type of information sent home to families. We held four ELAC meetings and four School Site Council meetings. The principal and at least one teacher participated in every PTA executive board and general meeting. Teachers were provided time at the start of school wide collaboration to complete the postcard home to provide positive feedback and teachers mailed home postcards to all students. PTA was provided information on student interest for the career fair and with this information parents played in integral role in securing volunteers representing careers of interest for the career fair.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent involvement increased over the course of the school year as evidenced by an increase in parent volunteer opportunities filled.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Parent RSVPs indicated less of a need for translators compared to the original budget.

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.

Metrics will be the number of newsletters sent annually as described in planned improvements. Panorama survey will be replaced with a locally created social and emotional survey.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Subject: Academics

### Goal Statement

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

### Basis for this Goal

Smarter Balance Assessment  
District Writing Assessments  
easyCBM Assessments  
District Writing Assessment  
ELPAC  
EL Reclassification  
Other local assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2023-2024 CAASPP Data	Baseline data from 2023-2024 indicated that 53% of our students met or exceeded the standards in ELA, a decline of 4% over the previous year. In reviewing writing data, of our students are at or near standard.	We will increase the percentage of students meeting standard and nearly meeting standard by 5%.
2023-2024 CAASPP Data	Baseline data indicated that 45% of students met or exceeded standards schoolwide in mathematics, a decline of 4% from the previous year.	We will increase the percentage of students meeting or exceeding standard by 5%.
District Writing Assessment	41% of our students in grades 2-5 achieved proficiency on the District Writing Assessment.	We will increase the percentage of students demonstrating proficiency on the District Writing Assessment by 7%.
ELPAC Assessment		We will increase the percentage of English Learners who advance in their EL proficiency level by 3%.

### Planned Strategies/Activities



# Strategy/Activity 1

## Literacy/Reading Comprehension

We will focus on improving our Tier 1 instruction through professional development with an emphasis on Multi-Tiered Systems of Support (MTSS), differentiated instruction, and strategies that support English Learners. Teachers will receive introductory training in the Science of Reading to evaluate curriculum, instruction, and PLC groupings and goals and make adjustments based on this learning. Through the use of Professional Learning Communities (PLCs), teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to group students by targeted skills, providing instruction to support student growth in identified skill areas, all tied to the essential standards. Through the use of EasyCBM data, the school district phonics screener, and grade-level specific measures like Souday spelling tests that allow teachers to assess individual student reading fluency, all students will have baseline data that teachers will monitor to group students, provide interventions or enrichments to ensure student growth. Teachers will use intervention and whole group instructional materials such as 95%, Heggerty, UFLI, and Souday systems to support students in reading. We will use Heggerty and UFLI to provide whole class multisensory instruction to improve letter sound recognition and phonemic awareness in grades K-1. We will use Souday systems to provide whole class multisensory instruction in phonemic awareness to improve reading fluency twenty minutes per day, four times a week, in grades 2-5. TK through 1st grade will use Heggerty for phonemic awareness development. Collaboration time will be structured to allow for Professional Learning Community (PLC) meetings, grade-level meetings, and professional development meetings. Teachers will receive professional development about the Science of Reading to support early literacy 5 times over the course of the year, with 45 minutes- 1 hour allotted for each training session. The expected outcome will be that teachers will apply scientifically grounded approaches to literacy to their instruction and to their selection of supplemental materials to support student literacy. Collaboration time dedicated to PLCs will allow teams to monitor the academic progress and performance of students and provide appropriate academic interventions, while the Coordination of Services Team (COST) will focus on Tier 2 and 3 academic, behavioral, and social/emotional supports for students. English Learners (ELs) will receive designated instruction in English for thirty minutes daily using a combination of teacher-led instruction and teacher-monitored use of the Lexia English online program. Teachers who are GLAD trained will provide support to their colleagues for implementing instructional strategies for English Learners. We will assure vertically aligned and common instructional approaches are used to provide essential academic language vocabulary instruction for ELA. The expected outcome is that we will see an increase in students advancing one level on the ELPAC annually.

## Students to be Served by this Strategy/Activity

All students

## Timeline

2024-2025

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	600.00
<b>Source</b>	Admin. discretionary
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional release time for classroom observations/coaching and hourly pay to plan site professional development for GLAD trained teachers and Science of Reading trained teachers.
<b>Amount</b>	300.00
<b>Source</b>	Title II Part A: Improving Teacher Quality

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Hourly pay for teachers to collaborate with the reading interventionist to plan professional development for teaching staff.
<b>Amount</b>	1,405
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Description</b>	Release time for instructional rounds

## Strategy/Activity 2

Mathematics  
 Teachers will use curriculum assessments and EasyCBM math assessments to guide instruction. Teachers will assure students are using DreamBox 20 minutes daily, and will assure students are completing lessons started in order to monitor students' progress toward standards in math. We will expand grade-level representation of teachers participating in the SVMl math lesson study program to include more 2nd and 3rd grade teachers. We will continue to implement and refine Counting Collections for Transitional Kindergarten (TK), Kindergarten (K), first, and second grade classrooms to develop greater number sense for our youngest learners. We will vertically align common essential academic vocabulary to assure consistency of instruction.

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

All students

### Timeline

2024-2025

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	600
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Release time for math leads to provide lesson modeling and coaching

## Strategy/Activity 3

Writing  
 We will focus on improving our Tier 1 instruction through professional development with an emphasis on Multi-Tiered Systems of Support (MTSS), differentiated instruction, and strategies that support English Learners. Through the use of professional learning communities, teachers will collaborate and calibrate to develop lessons, develop common assessments, and analyze student data to support instruction. With the analysis of district writing prompts, and other common assessments, teachers will have baseline data that can be monitored to differentiate instruction. Using AVID practices for aligning the work in a school, we will develop a schoolwide approach to teaching the essential elements of paragraph writing. We will provide teachers training on AVID strategies to focus on writing, inquiry, collaboration, organization and reading. English Learners (ELs) will receive designated instruction in English for thirty minutes daily using a combination of teacher-led instruction and teacher-monitored use of the Lexia English online program. Teachers who are both GLAD trained and have received AVID training to support English Learners will provide professional development on instructional strategies three times during the school year, starting with strategies to use,

then meeting with staff to ensure successful implementation of the strategies. The expected outcome is that we will see an increase in students advancing one level on the ELPAC annually.

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

All students

### Timeline

2024-2025

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	600.00
Source	Admin. discretionary
Budget Reference	4000-4999: Books And Supplies
Description	District approved supplemental materials to support writing instruction

### Strategy/Activity 4

College and Career Readiness

We will work with our leadership students to include college awareness into school assemblies and spirit weeks. We will survey 5th graders on their career interests and work with our PTA and broader community to bring in adults in those fields for a career fair for 5th grades. Leadership students promoting AVID College and Career Readiness will give presentations to classes about careers and how to pursue the career.

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

All Students

### Timeline

2024-2025

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions for Learning

### Goal Statement

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

### Basis for this Goal

Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)  
 Annual Attendance Rate/Chronic Absenteeism  
 Suspension Rate  
 EduClimber Data  
 CORE SEL Survey  
 Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual attendance rate/ chronic absenteeism	15.3% of students were chronically absent in the 2023-2024 school year.	By working with our Child Welfare and Attendance (CWA) Specialist and our school district social worker, we will work to reduce the percentage of students chronically absent by 5% by the end of the 2024-2025 school year.
Students with 2 or more major office discipline referrals.	During the 2023-2024 school year, there were 40 students with 2 or more major office discipline referrals as measured by EduClimber data.	Through the implementation of Positive Behavioral Interventions and Supports (PBIS) and the use of restorative practices and alternatives to suspension, we will reduce the number of students with 2 or more major office discipline referrals as measured by EduClimber data.
Physical Fitness Activity Logs, student aerobic capacity measures.	The physical fitness test administered in 2023-2024	Students will participate in daily physical activity as part of an overall healthy lifestyle. 98% or more of 5th grade students will participate in the physical fitness test.
EduClimber Data, Healthy Kids Survey, SEL Survey, PBIS documents, Kid Connection	Results from the spring Panorama survey of students reported that 61% favorable responses regarding student teacher relationships and 54% sense of belonging.	Student teacher relationships positive responses will increase 3% by spring 2025 and student sense of belonging positive responses will increase 5%.

### Planned Strategies/Activities

## Strategy/Activity 1

We will implement Positive Behavioral Interventions and Supports strategies to teach and incentivize pro-social student behavior. We will implement a consistent schoolwide system around the three school rules. On a weekly basis, teachers will continue to monitor behavior and address the rules within their classrooms. Teachers will promote our school rules, recognizing students who are "Caught Being Colts." Students who receive recognition will be announced weekly during Friday announcements. Monthly spirit assemblies will announce positive successes in school, and recognize Students of the Month following our Colt Community Rules and exhibiting traits taught from both the Zones of Regulation and Second Step SEL curriculum. We will continue to promote clear expectations for behavior, inclusiveness, and cultural diversity and competence. Staff will receive training in Positive Behavioral Interventions and Supports (PBIS) six times a year, with an emphasis on increasing student and parent school engagement. All staff will utilize behavior specific praise and will distribute incentive tickets to students outside of class (recess, lunch, library, etc.). Leadership students will create videos for Seco News, which includes reinforcing our behavior expectations. Videos will be housed on a website that will be accessible throughout the year. We will continue to provide therapy sessions for students through our Kid Connection specialist. We will train conflict managers to help students solve problems on the yard. Students will have "Incentive Necklaces" to promote positive behaviors around attendance, reading, behavior, etc. Administration will continue to use reflection sheets, alternatives to suspension, and restorative practices so students are staying in school to access curriculum. Teachers will mail home at least one postcard per student highlighting a positive accomplishment related to our school wide behavior expectations. The Zones of Regulation and the Second Step curriculum will be taught in all grades to promote student social-emotional learning and to build classroom community.

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

All students

### Timeline

2024-2025

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	PTA
<b>Description</b>	Incentive Necklaces/ Positive recognition, Postcards and Postage
<b>Amount</b>	3,000
<b>Source</b>	PTA
<b>Budget Reference</b>	7000-7439: Other Outgo
<b>Description</b>	Assemblies to promote positive behaviors

## Strategy/Activity 2

Schoolwide, we will implement the social-emotional curriculum Second Step, which is aligned with the CA Health & Wellness Standards and the Transformative Social Emotional Learning (T-SEL) Standards, to provide students with resources to help them manage their emotions, along with using the Zones of Regulation to provide visual cues for students to identify their emotions and determine strategies to manage them. Teachers will follow a pacing guide for teaching one lesson each week for the duration of the school year. Teaching staff will participate in Positive Behavioral Interventions and Supports (PBIS) professional development six times throughout the school year. With the Coordination of Services Team (COST) school counselor-led small group sessions will be created for students who

need additional support. The counselor will work from the Wellness Center, to which students can be referred to the Wellness Center for no more than 15 minutes in order to assist with self-regulation and returning to the classroom. Students identified through COST who need more extensive support will receive individual or small group counseling services. Teachers will use passes to refer students and data will be collected.

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

All students, African American Students, LatinX students

### Timeline

2024-2025

### Person(s) Responsible

Teachers/Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	PTA
<b>Budget Reference</b>	7000-7439: Other Outgo
<b>Description</b>	School wide assemblies
<b>Amount</b>	2,500
<b>Source</b>	Admin. discretionary
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Incentives/certificates for PBIS
<b>Amount</b>	1,000
<b>Source</b>	Admin. discretionary
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies and materials for the Wellness Center
<b>Amount</b>	600.0
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Release time for PBIS team members to participate in professional learning and implementation planning

### Strategy/Activity 3

We will reduce the number of chronically absent students by working with our Child Welfare and Attendance Aide and our School District Social Worker to monitor trends in absenteeism and support families with school attendance. We will jointly work with families of our chronically absent students to provide any and all support available. We will continue to monitor attendance and reward students with attendance charms.

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

All students

## Timeline

2024-2025

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	PTA
Budget Reference	7000-7439: Other Outgo
Description	Purchase of attendance charms

## Strategy/Activity 4

We will reduce the number of students with 2 or more major office discipline referrals by 3%, as measured by EduClimber data. We will utilize alternatives to suspension and alternative means of correction, restorative practices, and mediation.

## Students to be Served by this Strategy/Activity

All students

## Timeline

2024-2025

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Admin. discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Duplicate copies of referral forms

## Strategy/Activity 5

We will use the state-adopted standards for PE to assure grade and age appropriate instruction. We will upgrade and purchase equipment needed to emphasize these specific, targeted areas. Regular physical education will be implemented at the school site, in alignment with the state requirements.

## Students to be Served by this Strategy/Activity

All students

## Timeline

2024-2025

## Person(s) Responsible

Teachers/ Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000
<b>Source</b>	PTA
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase of PE equipment

### Strategy/Activity 6

We will continue to provide students access to social-emotional support through our Kid Connection specialist and augment the support provided through our school counselor and counseling intern.

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

All students

### Timeline

2024-2025

### Person(s) Responsible

Principal, Counselor, Counseling Intern, Kid Connection Specialist

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0.00
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified



# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Parent and Community Engagement and Communication

### Goal Statement

Enhance parent and community engagement and communication.

### Basis for this Goal

Teachers utilizing online communication/gradebook  
Parent participation on site committees  
Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase the frequency of parent communication from the school.	16 parent newsletters from the principal were sent during the 2023-2024 school year, 1 parent participated as a member of the Positive Behavioral Interventions and Supports (PBIS) Team. Teachers sent home postcards with positive messages for students.	Parent involvement with the PBIS team will increase to be more representative of our student population by adding 2 parent participants during the 2024-2025 school year. The principal newsletter frequency will increase to 20 editions during the 2024-2025 school year.

### Planned Strategies/Activities

#### Strategy/Activity 1

Utilize Finalsite messaging and SMORE Newsletters to communicate and disseminate information. Keep the school website current with up-to-date information. We will continue to hold parent information meetings and other meetings such as English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) meetings. We will continue to provide translators for conferences, Student Study Teams (SST), and ELAC meetings. Teachers will mail home postcards with positive feedback about their student to each parent/guardian over the course of the school year.

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

All students

#### Timeline

2024-2025

**Person(s) Responsible**

Principal/Teachers

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 2**

We will increase parent participation on our PBIS team so it better reflects our student population and guides our decision making.

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

LatinX, African American, Socioeconomically Disadvantaged, English learners

**Timeline**

2024-2025 school year

**Person(s) Responsible**

Principal/PBIS team

**Proposed Expenditures for this Strategy/Activity**

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$2,905
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	22,105.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	\$51,670	51,670.00
Title II Part A: Improving Teacher Quality	\$2,905	0.00
Other	\$10,458	10,458.00

## Expenditures by Funding Source

Funding Source	Amount
Admin. discretionary	5,200.00
None Specified	0.00
PTA	14,000.00
Title II Part A: Improving Teacher Quality	2,905.00

# 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

Name of Members	Role
Valerie Nebo	Principal
Lindsay Hackel	Other School Staff
Kristin Hein	Classroom Teacher
Sofia Rodriguez	Classroom Teacher
Lauren Sutter	Classroom Teacher
Zoha Khan	Parent or Community Member
Leah Bickers	Parent or Community Member
Whitney Moore	Parent or Community Member
Marcie Lamee	Parent or Community Member
Krista Alexi	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**

Other: School Site Council Chairperson

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

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

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

Attested:



Principal, Valerie Nebo on 10/10/24



SSC Chairperson, Krista Alexy on 10/10/24

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

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

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.



## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# Appendix C: Centralized Services for Planned Improvements in Student Performance

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2024-2025 State and Federally – Funded Categorical Programs

#### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$84,562

#### **Title II, Part A, Supporting Effective Instruction:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$92,858

#### **Title III, Language Instruction for English Learners (EL):**

Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.

- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- *Supplemental materials to support immigrant and EL students.*
- \$153,655

#### **Title III, Language Instruction for Immigrant Students**

Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth.

Supplemental materials to support immigrant and EL students.

- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- \$32,434

#### **Title IV, Part A, Student Support and Academic Enrichment:**

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$66,107

## Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

<b>Federal Programs</b>		<b>Allocation</b>
	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,905
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$2,905</b>

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$51,670
	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$2,905</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$10,458

## Appendix H

### Livermore Valley Joint Unified School District Technology Funding Plan – ALL SITES Technology Funds:

#### PROGRAM DESCRIPTION:

Arroyo Seco Elementary School continues to work on improving technology and access to technology for all of our students. We will continue to:

- \* provide access to Chromebooks to all students and staff as a 1:1 Chromebook site.
- \* provide staff development will promote the use of Chromebooks and technology to enhance learning.
- \* purchase additional Chromebooks and update our current Chromebooks.
- \* purchase additional microphone enabled headsets to enable speech to text and access to interactive computer based programs
- \* provide our teachers access to laptops, document cameras, and projectors.

# Appendix I

## Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2024-25

Elementary School Name: Arroyo Seco Elementary Date 10/9/2024 English Learner Liaison: Emily Staniford

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
  - Focus on **ELD standards**, not a unit or theme
  - Small groups should be kept to a maximum of 6 students
  - 30 minutes of **Designated ELD** instruction per day (5 days a week)
  - May be scheduled during reading and writing block (15 minutes/level)
  - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
K	Kristin Hein	1/2	9:25-9:55	
	Desiree Mulhearn	1/2	9:25-9:55	
	Katie Lopez	1/2, 2/3	9:35-10:15	
First	Paige Zingraf	1/2, 2/3	12:15-1:00	
	Patty Baker	3/4	11:00-11:30	
	Anna Marie Moore	2/3	1:30-2:00	
	Emily Staniford	1/2, 2/3, 3/4	1:35-2:15	
Second	Pam Young	1/2, 2/3	11:00-11:30	
	Heidi Scher	1/2, 2/3	12:40-1:10	
	Tracy Nelson	1/2, 2/3	12:40-1:10	
	Victoria Nagy	1/2, 2/3	12:40-1:10	
Third	Kristi Barcelona	1/2, 2/3, 3/4	1:00-1:30	



<b>Grade</b>	<b>Teacher</b>	<b>Proficiency Levels taught by this teacher (Em, Ex, Br)</b>	<b>Time Frame of ELA block (D-ELD will occur within this block)</b>	<b>Time Frame of Writing block (only if D-ELD will be taught during this time as well)</b>
	Emily Faulkner	1/2, 2/3	1:00-1:30	
	Carol King	1/2, 2/3	1:00-1:30	
	Tracy Brush	2/3, 2/4	2:00-2:30	
Fourth	Jeanne Gellerman	1/2, 2/3, 3/4	11:40-12:20	
	Jon Williams	1/2, 2/3, 3/4	11:40-12:20	
	Lisa Wilson	1/2, 2/3, 3/4	11:40-12:20	
Fifth	Chloe Mopas	1/2, 2/3, 3/4	10:50-11:20	
	Christy Verbeck	1/2, 2/3, 3/4	10:50-11:20	
	Mike Foscalina	1/2, 2/3, 3/4	10:50-11:20	

## Appendix J

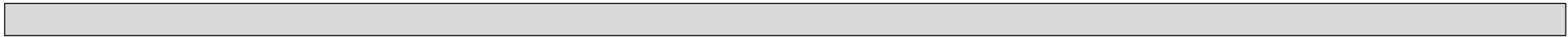
### 2024-25 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

**PROGRAM DESCRIPTION:**

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
**Focus Area:** After School Education and Safety (ASES) – Academic Enrichment and Support  
**SCHOOL GOAL:** Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

<p><b>What data did you use to form this goal?</b> Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p><b>What were the findings from the analysis of this data?</b> Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.