School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Almond Grove Elementary	07617620129064	June 3, 2026	June 17, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Almond Grove Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Through our comprehensive needs assessment and data monitoring, our district has determined the Schoolwide Program is the best way to meet the needs of our students.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....5
    California School Dashboard (Dashboard) Indicators....5
    Other Needs....5
School and Student Performance Data....6
    Student Enrollment....6
    CAASPP Results....8
    ELPAC Results....12
    Student Population....15
    Overall Performance....17
    Academic Performance....18
    Academic Engagement....26
    Conditions & Climate....29
Goals, Strategies, & Proposed Expenditures....31
    Goal 1....31
    Goal 2....33
    Goal 3....36
    Goal 4....39
Budget Summary....44
    Budget Summary....44
    Other Federal, State, and Local Funds....44
Budgeted Funds and Expenditures in this Plan....45
    Funds Budgeted to the School by Funding Source....45
    Expenditures by Funding Source....45
    Expenditures by Budget Reference....45
    Expenditures by Budget Reference and Funding Source....45
    Expenditures by Goal....46
School Site Council Membership....47
Recommendations and Assurances....48
Instructions....49
Appendix A: Plan Requirements....56
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements....59

Appendix C: Select State and Federal Programs 62

Plan Description

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

This plan is being used by Almond Grove Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Through our comprehensive needs assessment and data monitoring, our district has determined the Schoolwide Program is the best way to meet the needs of our students.

Almond Grove Elementary School will meet the ESSA requirements through the following ways:

- Hold School Site Council (SSC) meetings and receive input and feedback
- Hold English Language Advisory Meetings(ELAC) to get insight and feedback and have a parent member on the OUESD District English Language Advisory Council
- Develop and implement parent involvement policy, including our schoolwide learning compact
- Translate documents and flyers so Spanish-speaking parents can access information and feel a part of our campus
- Hold parent conferences in the fall for each student to communicate student needs
- Keep parents aware of student progress through progress reports and report cards at each trimester

This Single Plan for Student Achievement is our plan to raise the academic performance of all our students. Using ongoing data monitoring, we have developed this plan to approach a targeted and systematic way of increasing their overall performance.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Almond Grove School Single Plan for Student Achievement is aligned with our District LCAP goals. Our SPSA will be presented for review and recommendation for adoption at our local board meeting in June of 2026. Almond Grove School consults with all stakeholder groups to review current data and gather feedback for the next steps. These stakeholder groups included our District LCAP committee, DELAC Committee, English Language Advisory Committee, School Site Council, PTA, and Leadership team. Information was shared, and input and feedback were given. We looked at trends among subgroups and how we can best support all students. Results of ongoing progress monitoring and data analysis are shared at stakeholder meetings. These include:

Staff Meetings during our Collaborative Learning Time-CLT are held each Wednesday of the month, excluding Self-Determined Days for Staff. CLT in July focused on school safety, MTSS, literacy, social-emotional learning, and caring for classroom climate/student engagement. CLT focused on Social Emotional Development MTSS in August. In October, we focused on our computer adaptive programs, MTSS, and our new report card with Power School. Staff engaged in Math Curriculum Pilot committee work.

- ELAC meetings are held once each trimester
- PTA meetings are held once a month for our board and every other month for our association to discuss school-wide programs and parent support
- SSC meetings are held each trimester to review data, discuss our school plan and expenditures
- Leadership meetings are held every other month
- Special Education meetings are held once a week to discuss IEPs, SSTs, special education training, and our RTI process,
- District Administration meetings are held once a week
- Site Based Attendance meetings are held weekly to review our attendance data with our attendance clerk and Assistant Principal

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

NA

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Almond Grove is in the "Red" category for Chronic Absenteeism and "Orange" for ELA and English Learner Progress.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

All students were in the yellow for mathematics, except socioeconomically disadvantaged and students with disabilities were in the orange category. For chronic absenteeism, all students were in red category, except Asian and Filipino students were in the green category. For suspension rates, all students were in the green category, except for socioeconomically disadvantaged and students with disabilities were in the yellow category. All students were in the orange category for ELA, except Hispanic or Latino students were in yellow category.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on our data, we have a need for Tier 1 interventions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Almond Grove Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.44%	0.47%	0.68%	2	2	3
African American	9.05%	8.43%	7.67%	41	36	34
Asian	9.49%	10.77%	11.06%	43	46	49
Filipino	7.28%	6.79%	6.09%	33	29	27
Hispanic/Latino	38.19%	39.34%	39.95%	173	168	177
Pacific Islander	0.22%	0.23%	0.23%	1	1	1
White	31.79%	29.27%	27.09%	144	125	120
Multiple/No Response	3.53%	4.45%	7.00%	16	19	31
			Total Enrollment	453	427	443

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	0	22	42
Kindergarten	50	47	49
Grade 1	65	72	49
Grade 2	75	65	68
Grade3	94	69	70
Grade 4	71	90	70
Grade 5	74	62	95
Total Enrollment	453	427	443

Conclusions based on this data:

1. Enrollment by ethnicity has remained relatively static over the last three years.
2. Enrollment has remained relatively static of the last three years.
3. Enrollment for 25-26 in TK doubled.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	42	51	47	8.1%	9.3%	10.6%
Fluent English Proficient (FEP)	19	18	25	3.2%	4.2%	5.6%

Conclusions based on this data:

1. Our percentage of ELL students has increased in 25-26.
2. Our percentage of students who were Fluent English Proficient increased in 25-26.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	78	96	68	75	92	65	75	92	65	96.2	95.8	95.6
Grade 4	65	69	89	65	65	87	65	65	87	100.0	94.2	97.8
Grade 5	90	67	60	88	64	58	88	64	58	97.8	95.5	96.7
All Grades	233	232	217	228	221	210	228	221	210	97.9	95.3	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2409.	2426.	2392.	17.33	20.65	13.85	21.33	33.70	12.31	29.33	22.83	36.92	32.00	22.83	36.92
Grade 4	2468.	2459.	2460.	26.15	21.54	20.69	27.69	27.69	28.74	20.00	21.54	21.84	26.15	29.23	28.74
Grade 5	2509.	2510.	2516.	23.86	21.88	27.59	34.09	34.38	27.59	19.32	18.75	17.24	22.73	25.00	27.59
All Grades	N/A	N/A	N/A	22.37	21.27	20.48	28.07	32.13	23.33	22.81	21.27	25.24	26.75	25.34	30.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.00	20.65	13.85	56.00	63.04	58.46	28.00	16.30	27.69
Grade 4	23.08	23.08	19.54	58.46	60.00	68.97	18.46	16.92	11.49
Grade 5	19.32	21.88	24.14	61.36	62.50	60.34	19.32	15.63	15.52
All Grades	19.30	21.72	19.05	58.77	61.99	63.33	21.93	16.29	17.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.67	13.04	7.69	58.67	63.04	58.46	26.67	23.91	33.85
Grade 4	10.77	12.31	10.34	70.77	61.54	66.67	18.46	26.15	22.99
Grade 5	23.86	17.19	20.69	54.55	60.94	63.79	21.59	21.88	15.52
All Grades	17.11	14.03	12.38	60.53	61.99	63.33	22.37	23.98	24.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.00	10.87	6.15	77.33	72.83	66.15	10.67	16.30	27.69
Grade 4	12.31	20.00	10.34	76.92	63.08	79.31	10.77	16.92	10.34
Grade 5	12.50	9.38	22.41	78.41	84.38	67.24	9.09	6.25	10.34
All Grades	12.28	13.12	12.38	77.63	73.30	71.90	10.09	13.57	15.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.67	17.39	9.23	70.67	67.39	56.92	22.67	15.22	33.85
Grade 4	10.77	10.77	11.49	75.38	70.77	74.71	13.85	18.46	13.79
Grade 5	14.77	20.31	15.52	64.77	60.94	74.14	20.45	18.75	10.34
All Grades	10.96	16.29	11.90	69.74	66.52	69.05	19.30	17.19	19.05

Conclusions based on this data:

1. The overall percent of achievement for all student has increased in 25-25 by 5%.
2. The percent of students at our near standard in reading has increased by 3%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	78	96	68	77	92	65	77	92	65	98.7	95.8	95.6
Grade 4	65	69	89	64	65	87	64	65	87	98.5	94.2	97.8
Grade 5	90	67	60	89	64	58	89	64	58	98.9	95.5	96.7
All Grades	233	232	217	230	221	210	230	221	210	98.7	95.3	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2424.	2447.	2420.	16.88	19.57	13.85	29.87	46.74	29.23	22.08	17.39	26.15	31.17	16.30	30.77
Grade 4	2486.	2482.	2479.	17.19	18.46	20.69	29.69	29.23	39.08	37.50	38.46	16.09	15.63	13.85	24.14
Grade 5	2502.	2510.	2503.	22.47	20.31	24.14	21.35	15.63	15.52	28.09	42.19	29.31	28.09	21.88	31.03
All Grades	N/A	N/A	N/A	19.13	19.46	19.52	26.52	32.58	29.52	28.70	30.77	22.86	25.65	17.19	28.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.27	34.78	24.62	44.16	51.09	52.31	28.57	14.13	23.08
Grade 4	28.13	27.69	31.03	54.69	55.38	45.98	17.19	16.92	22.99
Grade 5	22.47	21.88	24.14	47.19	57.81	43.10	30.34	20.31	32.76
All Grades	25.65	28.96	27.14	48.26	54.30	47.14	26.09	16.74	25.71

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.48	25.00	15.38	54.55	55.43	47.69	25.97	19.57	36.92
Grade 4	14.06	18.46	21.84	65.63	64.62	56.32	20.31	16.92	21.84
Grade 5	15.73	14.06	22.41	56.18	65.63	51.72	28.09	20.31	25.86
All Grades	16.52	19.91	20.00	58.26	61.09	52.38	25.22	19.00	27.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.08	23.91	13.85	58.44	61.96	69.23	19.48	14.13	16.92
Grade 4	23.44	16.92	19.54	57.81	63.08	60.92	18.75	20.00	19.54
Grade 5	13.48	14.06	12.07	66.29	65.63	63.79	20.22	20.31	24.14
All Grades	19.13	19.00	15.71	61.30	63.35	64.29	19.57	17.65	20.00

Conclusions based on this data:

1. There was in increase in the overall percent of students who exceeded proficiency in Math.
2. There was a 10% increase in the overall students not meeting the standard in Math.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1405.4	*	*	1423.0	*	*	1364.3	*	8	15	8
1	*	*	1459.1	*	*	1468.5	*	*	1449.2	10	6	11
2	*	1463.5	*	*	1460.7	*	*	1465.8	*	9	13	4
3	*	*	*	*	*	*	*	*	*	7	9	10
4	*	*	*	*	*	*	*	*	*	*	4	8
5	*	*	*	*	*	*	*	*	*	9	*	*
All Grades										44	48	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	53.33	*	*	33.33	*	*	13.33	*	*	15	*
1	*	*	0.00	*	*	63.64	*	*	27.27	*	*	9.09	*	*	11
2	*	15.38	*	*	46.15	*	*	15.38	*	*	23.08	*	*	13	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.82	8.33	11.36	40.91	41.67	47.73	38.64	39.58	31.82	13.64	10.42	9.09	44	48	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	13.33	*	*	40.00	*	*	33.33	*	*	13.33	*	*	15	*
1	*	*	18.18	*	*	54.55	*	*	27.27	*	*	0.00	*	*	11
2	*	23.08	*	*	46.15	*	*	23.08	*	*	7.69	*	*	13	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.73	20.83	22.73	45.45	45.83	56.82	22.73	27.08	18.18	9.09	6.25	2.27	44	48	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	*		13.33	*		66.67	*		20.00	*		15	*
1		*	0.00		*	45.45		*	27.27		*	27.27		*	11
2		15.38	*		38.46	*		23.08	*		23.08	*		13	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	4.55	6.25	9.09	29.55	18.75	29.55	25.00	54.17	38.64	40.91	20.83	22.73	44	48	44

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	6.67	*	*	86.67	*	*	6.67	*	*	15	*
1	*	*	54.55	*	*	45.45	*	*	0.00	*	*	11
2	*	23.08	*	*	69.23	*	*	7.69	*	*	13	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	18.75	40.91	56.82	77.08	54.55	15.91	4.17	4.55	44	48	44

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	20.00	*	*	66.67	*	*	13.33	*	*	15	*
1	*	*	9.09	*	*	81.82	*	*	9.09	*	*	11
2	*	30.77	*	*	61.54	*	*	7.69	*	*	13	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.56	29.17	20.45	58.14	58.33	70.45	9.30	12.50	9.09	43	48	44

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	6.67	*	*	80.00	*	*	13.33	*	*	15	*
1	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11
2	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	6.25	18.18	45.45	62.50	63.64	45.45	31.25	18.18	44	48	44

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	13.33	*	*	53.33	*	*	33.33	*	*	15	*
1	*	*	0.00	*	*	90.91	*	*	9.09	*	*	11
2	*	30.77	*	*	46.15	*	*	23.08	*	*	13	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.93	14.58	13.95	58.14	64.58	72.09	20.93	20.83	13.95	43	48	43

Conclusions based on this data:

1. There was a decrease of 4 students overall that were tested for ELPAC.
2. There are less students in the beginning level of ELPAC.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
427	**36.8%**	**11.9%**	**0.2%**
Total Number of Students enrolled in Almond Grove Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	51	11.9%
Foster Youth	1	0.2%
Homeless	5	1.2%
Socioeconomically Disadvantaged	157	36.8%
Students with Disabilities	63	14.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	36	8.4%
American Indian	2	0.5%
Asian	46	10.8%
Filipino	29	6.8%
Hispanic	168	39.3%
Two or More Races	19	4.4%
Pacific Islander	1	0.2%
White	125	29.3%

Conclusions based on this data:

1. Our two largest subgroups are the White student group with 29.3% of all students and our Hispanic student group with 39.3 % of all students.

2. Our overall students with disabilities group is 14.8 which is an increasing subgroup.

3. Our socioeconomically disadvantaged subgroup is 36.8% of our student population which is an increase from prior year.

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism is in the red.
2. ELA is in the orange.
3. The suspension rate is in the green.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
13.2 points below standard	32.3 points below standard	
Declined 8.7 points	Increased 26.4 points	
208 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	30.8 points below standard
	3 Students	Declined 11.7 points
		73 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
75.3 points below standard	43.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 23 points	Declined 21.3 points	2 Students
35 Students	22 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
12.4 points below standard	31.1 points above standard	15.6 points below standard
Increased 7.4 points	Declined 12.5 points	Increased 15.6 points
19 Students	15 Students	76 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	15.3 points below standard
9 Students		Declined 22.6 points
		67 Students

Conclusions based on this data:

1. All students ELA has declined.
2. Students in the socioeconomically disadvantaged cohort showed a decrease of 11.7 points in ELA.
3. Students in Hispanic student group increased in ELA by 15.6 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
15 points below standard	37.4 points below standard	
Declined 12.1 points	Declined 5.6 points	
208 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	29.1 points below standard
	3 Students	Declined 14.7 points
		73 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
80 points below standard	50.9 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 2.9 points	Declined 27.6 points	2 Students
35 Students	22 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
3.6 points below standard	4.3 points above standard	21.5 points below standard
Declined 8.1 points	Declined 35 points	Increased 3.5 points
19 Students	15 Students	77 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	8.5 points below standard
8 Students		Declined 9.2 points
		67 Students

Conclusions based on this data:

1. Our overall student population continues to show good performance in Math.
2. Our socioeconomic cohort in the area of math increased 12.6 points and are now in the yellow performance band as well as our students with disabilities showing a 14 point increase.
3. Our African American students declined 14 points and this will be an area of targeted intervention to support this subgroup.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow 53.4 science points Maintained -1.3 points 58 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color 0 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 47.4 science points Increased 5.3 points 18 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 53.5 science points Increased 7.3 points 15 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 56 science points Maintained -0.5 points 23 Students

Conclusions based on this data:

1. For all students groups in Science it was maintained.
2. The student group for socially economically disadvantaged increased by 47.4 science points or 5.3%.
3. The student group for Hispanic students increased by 53.5 science points or 7%

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
40 making progress.	making progress.
Number Students: 35 Students	Number Students: 0 Students

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

2025 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**
25.7%	34.3%	0%	40%

Conclusions based on this data:

1. We have 35 ELL students with data. 40% are making progress towards English Proficiency. Our designated and integrated ELD model is showing good progress for most students.
2. 40% of students made an increase of at least one ELPAC level.
3. We do have a high percentage of students who are maintaining the same level, 34%. While we are maintaining levels, we do not want students at a stagnant level so we need to continue to work on making one year increase in ELPAC levels for all students.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

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.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. As an elementary school we do not report out on this.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
5	1	0	2	0

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	
17.4% Chronically Absent	21.8% Chronically Absent	
Increased 5.5	Increased 7.2	
454 Students	55 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	23.2% Chronically Absent
1 Student	7 Students	Increased 5.6
		168 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
20.5% Chronically Absent	26.2% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 11.1	Increased 16.4	3 Students
83 Students	42 Students	

Asian	Filipino	Hispanic
 Green	 Green	 Red
8.3% Chronically Absent	6.3% Chronically Absent	22.9% Chronically Absent
Declined 6	Declined 5.5	Increased 9.9
48 Students	32 Students	175 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
19% Chronically Absent	Fewer than 11 students - No Data for Privacy	12.9% Chronically Absent
Increased 4.8	1 Student	Increased 2.6
21 Students		132 Students

Conclusions based on this data:

1. All students showed an increase in chronic absenteeism.
2. Our students with disabilities and socioeconomically disadvantaged students both showed an increase in chronic absenteeism.
3. Our white subgroup increased by 2.6 points.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Does Not Apply to Elementary

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	2	0	5

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Blue	
0.7% suspended at least one day	0% suspended at least one day	
Declined 0.4%	Maintained 0%	
459 Students	55 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.6% suspended at least one day
1 Student	7 Students	Increased 0.6%
		172 Students

Students with Disabilities	African American	American Indian
 Yellow	 Red	 No Performance Color
1.2% suspended at least one day	7.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained -0.1%	Increased 7.1%	3 Students
83 Students	42 Students	

Asian	Filipino	Hispanic
 Blue	 Blue	 Blue
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Maintained 0%	Declined 1.7%
49 Students	32 Students	176 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	1 Student	Declined 1.4%
24 Students		132 Students

Conclusions based on this data:

1. The suspension rate for all students declined by .7%. Other means of correction seem to be working with our student behavior.
2. Our students in the EL subgroup, maintained.
3. Students with disabilities are in the yellow band, with 1.2% suspended for one day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Resources for Education
Expectation: Through a collaborative approach, we will ensure equitable access to resources, recruit and retain highly qualified staff, and maintain excellent facilities and infrastructure while continuously evaluating our curriculum and technological tools.

Key Initiatives:
Establish a strategy to attract and retain skilled educators.
Improve our systematic approach to device inventory and replace learning devices to ensure that all educators and students can access the latest technology that supports personalized and effective learning experiences.
Create a detailed list of facility inspections and upgrades to ensure safety and meet accessibility standards. Additionally, evaluate the system for tracking maintenance requests and repairs to ensure efficiency in maintaining safe, comfortable, and effective learning environments.
Improve cafeteria and kitchen facilities to support a variety of nutritious meal choices, update storage for fresh produce, and provide more seating areas for students to enjoy their meals.
Review and evaluate district-adopted curriculum and digital platforms to ensure that they align with educational goals, and provide high-quality resources that enhance the learning experience for students, educators, and educational partners.

Priorities 1, 2 & 7

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure equitable access to resources, highly qualified staff, facilities, technological tools, and infrastructure.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In order to have highly qualified staff to support all students, we will have the following strategies. Our student performance data shows the need for support with the following groups: EL student group and SWD student group.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students with access to standard-aligned instructional materials Source: Local Indicator Priority 1	100% of Almond Grove students with access to their own copies of standards-aligned instructional materials for use at school and at home	Continue 100% of students with access to their own copies of standard-aligned instructional materials
Percent of students with access to a device used digital resources Source: Local Indicator Priority 1	100% of students have access to a device used for digital resources.	100% of students have access to a device used for digital resources.
Percent of schools in good repair condition	Almond Grove is in fair repair condition	Improve to good repair condition.

Source: Local Indicator Priority 1		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Purchase needed furniture, curriculum, chrome books, and technology..	All Students	1000 LCFF Supplemental 4000-4999: Books And Supplies
1.2	Provide substitutes for needed trainings, IEP's, and SST's	All Students	5000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Substitute coverage
1.3	Purchase health, office, safety, and printing supplies	All Students	1460 Site Discretionary 5000-5999: Services And Other Operating Expenditures
1.4	Training for special education paraprofessionals	Students with Disabilities	1500 LCFF Supplemental 2000-2999: Classified Personnel Salaries
1.5	Provide PD opportunities for certificated/admin in best teaching practices.	All Students	2000 Site Discretionary 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were not able to meet the expected outcomes for all student groups.

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

We had differences between the professional development opportunities for classified and certificated staff.

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

The current SPSA will be reviewed next year with the new administrative staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Inclusive Educational Partnerships
Expectation: Involve and engage families and community members in meaningful partnerships that honor our diverse school community.

Key Initiatives:
Offer programs, advisory councils, and opportunities to our educational partners to guide important decisions that affect our students' academic, physical, social, and emotional growth.
Systematize family engagement at the district and site level to provide resources and tools for families to support students in the areas of academic, socio-emotional, and mental health support.
Provide high-quality translation services to ensure that all families can actively participate in their children's education.
Provide informative and responsive communication through tools such as school websites, marquees, newsletters, and other communication methods to ensure a strong connection between school, home, and community.
Provide opportunities to volunteer and ensure communication around the process of volunteer participation.

Priority 3

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Foster a welcoming environment for all families and community members and maintain a sense of belonging and shared responsibility for students' academic, physical, social, and emotional growth

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local data indicates a continued need for parent outreach. School community communication has been streamlined.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate the Progress of Implementation on providing all families with opportunities to provide input based on the respondents Source: Local Indicator Self Reflection Priority 3	Based on the highest percent of responses, OUESD is Initial Implementation when it comes to providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	Full Implementation
Completion Rate of California School Parent Survey Source: California Healthy Kids Survey Priority 3	15% of parents/guardians who complete California School Parent Survey	20% of parents/guardians will complete the CSPS
# of events focused on engaging families	During OUESD September and November professional development	The district will provide at least 10 sessions focused on engaging

Source: Local Data Priority 3	days, OUESD offered 12 sessions focusing on engaging families in addition to 10 professional development sessions throughout the school year. In total 24 sessions were focused on building connections with all families	
% of district-sponsored events with parental participation low-income, English Learner and Foster youth students and provided with translations. Source: Local Data Priority 3	100% of district-sponsored events with parental participation, including LCAP meetings and DELAC meetings, were provided with translation for low-income, English Learner, and Foster youth students.	100% of district-sponsored events with parental participation low-income, English Learner, and Foster youth students were translation will be provided
# of professional development sessions offered to staff focused specifically on engaging families of low-income, English Learner, or Foster Youth students Source: Local Data Priority 3	During OUESD's September and November professional development day one, OUESD offered 4 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students.	At least 5 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Budget food for families for on campus activities/meetings	All Students	1500 Site Discretionary 5000-5999: Services And Other Operating Expenditures
2.2	Provide opportunities for families to connect and collaborate with administration and staff. Provide supplies and food for parent engagement meetings, events, and parent outreach.	All Students	1000 Site Discretionary 5000-5999: Services And Other Operating Expenditures 970 Site Discretionary 4000-4999: Books And Supplies
2.3	Regularly scheduled communication to families through both the school website, school newsletter, School Plan for Student Achievement (SPSA), PTA communication channels, social media, etc.	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Local data indicates a continued need for parent outreach. School community communication has been streamlined.

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

Continued planning for the budgeted expenditures and outreach needs.

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

The current SPSA will be reviewed next year and the new administrative staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe School Climate
Expectation: All students will be provided with a safe and inclusive learning environment that supports, through the implementation of programs, a focus on students' physical fitness, mental health, and social and emotional wellness.

Key Initiatives:
All students can access socio-emotional learning (SEL) strategies and curriculum.
Annual review, revision, and adoption of the district and schools' comprehensive school safety plan.
Provide appropriate safety training to all staff members.
Increase education, awareness, and understanding about mental health.
Ensure that students are attending school regularly.
All students will be provided with a safe and inclusive learning environment that supports, through the implementation of programs, a focus on staff and students' physical fitness, mental health, and social and emotional wellness.

Priorities 5 & 6

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Strengthen the overall well-being of all students by fostering an equitable, safe, and inclusive environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need for continued work around chronic absenteeism.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who are chronically absent Source: California Dashboard Priority 5	School Year 2024-2025: 17.4% of Almond Grove of students are chronically absent.	Chronically Absent students will decrease by 5%
Percent of students suspended once or more Source: California Dashboard Priority 6	School Year 2024-2025: 0.7% of students suspended once or more.	0.4% student will be suspended
Number of students expelled Source: DataQuest Priority 6	During school year 2024-2025 0 students were expelled	No student will be expelled
Percent of students who report feeling safe and connected at school Source: California Healthy Kids Survey Priority 6	86% of students who report feeling safe 79% of students feels connected school	91% of students who report feeling safe 84% of students feels connected school

Percent of parents/guardians who report feeling confident that their child is safe and connected at school Source: California School Parent Survey Priority 6	25% of parents/guardians who report feeling confident that their child is safe at school	35% parents/guardians will report feeling confident that their child is safe at school
Percent of teachers who report feeling safe and connected at school Source: California School Staff Survey Priority 6	21% of teachers who report feeling safe and connected at school 81% of teachers reported that students feels connected	35% of teachers will report feeling safe and connected at school 86% of teachers will report that students feels connected

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Social Emotional learning experiences such as assemblies, field trips, and other supports	All Students	20000 Title I 5000-5999: Services And Other Operating Expenditures 10000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
3.2	Add to the school and classroom library, multicultural books that represent our population	African American, Latinx, Filipino	1000 Site Discretionary 4000-4999: Books And Supplies Multicultural books for library 500 LCFF Supplemental 4000-4999: Books And Supplies Multicultural books for classrooms
3.3	Provide attendance incentives for students.	All Students	1000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Food and supplies for attendanceincentives
3.4	Provide campus supervisors for special events	All students	1000 Site Discretionary 2000-2999: Classified Personnel Salaries
3.5	Provide safety supplies for all classrooms	All Students	1000 Site Discretionary 4000-4999: Books And Supplies Replacing the evacuation supplies in each classroom
3.6	Provide clerical support for off school hours activities.	All students	500 Site Discretionary

			2000-2999: Classified Personnel Salaries Clerical support
3.7	Provide parent education about the importance of school attendance including parent information events		790 Site Discretionary 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Meetings with families to identify supports for students missing school was a priority.

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

Continued work around parent education and student supports is needed.

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

The current SPSA will be reviewed next year and the new administrative staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Excellence in Teaching and Learning
Expectation: All OUESD students will have equitable learning experiences across all content areas.

Key Initiatives:
Provide professional development to enhance the delivery of high-quality instructional practices.
Implement various assessments, including universal screeners, diagnostic tests, and interim assessments.
Offer learning opportunities for students through intervention and enrichment.
Address specific academic, social-emotional, and physical needs of African American, English Learners, special needs, and socio-economically disadvantaged students.
Implement a Multiple-Tiered System of Support (MTSS).

Priorities 4 & 8

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will engage in high quality learning experiences.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data from our reading assessment (STAR REN) indicates students need to continue to make gains in reading and math. Overall, SBAC scores showed some decline and that students are below the average. Some of the subgroups, including African Americans, Hispanics, Filipino, English Learners, Students with Disabilities, and Socioeconomically disadvantaged students are still well below average in math and some in language arts. The English learners continue to make growth, but need to be reclassified at a higher rate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Academic Indicator for Math - Percent of students who met or exceeded standards Source: CAASPP-ELPAC Website Priority 4	Spring 2025 Math SBAC, students who met or exceeded standards increased by 3.72%	Increase students who met or exceeded standards by 5% for all students and for each subgroup.
SBAC ELA Academic Indicator for English Language Arts - Percent of students who met or exceeded standards. Source: CAASPP-ELPAC Website Priority 4	Spring 2025 Math SBAC, students who met or exceeded standards increased by 6.94%	Increase students who met or exceeded standards by 4% for all students and for each subgroup.
CAST Scores percent of students who met or exceeded standards Source: CAASPP-ELPAC Website Priority 4	Spring 2025 CAST, all students the data shows that all 5th grade students dropped by 1.3 points.	Increase students who met or exceeded standards by 3% for all students and for each subgroup.

Distance from Lowest Possible Score for Standard Met for Mathematics Source: California School Dashboard Priority 4	Spring 2025 Math SBAC, the data below shows the average distance from the lowest possible score for Standard Met is 15.0 points below standard. EL = 37.4 points below standard SED = 29.1 points below standard SWD = 80 points below standard AfrAm = 50.9 points below standard Asian = 3.6 points below standard Hispanic = 21.5 points below standard White = 8.5 points below standard	Decrease the distance to standard to 0 points below for all students.
Distance from Lowest Possible Score for Standard Met for ELA Source: California School Dashboard Priority 4	Spring 2025 ELA SBAC, the data below shows the average distance from the lowest possible score for Standard Met is 13.2 points below standard. EL = 32.3 points below SED = 30.8 points below SwD =75.3 points below AfrAm = 43.6 points below Asian = 12.4 points below Hispanic = 15.6 points below White = 15.3 points below	Decrease the distance to standard to 0 points below for all students.
% of English Learner students making progress toward English language proficiency on the ELPAC% Source: California School Dashboard Priority 4	0 % of Almond Grove English Learners scored at Level 4 in the Spring 2025 ELPAC	Increase Almond Grove Learners who score at a level 4 on the ELPAC to 10% in Spring of 2026
% of English Learner students making progress toward English language proficiency on the ELPAC% Source: https://caaspp-elpac.ets.org/elpac/ Priority 4	41.9% of English Learners are making progress towards proficiency in English language	Increase Almond Grove Learners who make progress on the ELPAC to 60% in Spring of 2026
% of English Learner students reclassified as Fluent English Proficient Source: DataQuest ELs Annual Reclassification (RFEP) Counts and Rates Priority 4	During the School Year 2024-25, 0.7% of Almond Grove English Learner students reclassified as Fluent English Proficient	Increase Almond Grove Learners who who are reclassified to 5% by Spring of 2026
% of low-income, English Learner, or Foster Youth students who participate in after-school programs Source: Local Data Priority 7	20 % of low-income, English Learner, or Foster Youth students who participate in after-school programs	50% of low-income, English Learner, or Foster Youth students who participate in after-school programs
Triennial Assessment Completion Rate Source: Local Data Priority 7	100 % Triennial Assessment Completion Rate	100% Trienniel assessment completion rate
The number of professional developments focused on intervention strategies for Students with Disabilities Source: Local Data Priority 7	During OUESD's September and November professional development day one, OUESD offered 4 sessions focusing on engaging families of students with Disabilities	Continue to participate in OUESD professional development
Number of students participating in elementary band.	40 students	45 Students

Source: Local Data Priority 8		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Core Instructional Practice: Provide consistent effective delivery of Common Core standards-based instruction using the adopted reading program and implementing appropriate strategies to enhance delivery to all students including Direct Instruction, Differentiated Instruction, and engagement strategies. Classroom level: All teachers will provide effective Tier 1 instruction to all students using our adopted Nat Geo reading program. Teachers will utilize Differentiated Instruction including small group time to support students. Data will drive classroom instruction, utilizing both formative and summative assessments to inform instruction. Technology will be utilized to support student learning. Both our Accelerated Reader program, Freckle will be utilized and results of these tools will be used to inform instruction and our cycles of inquiry through our Response to Intervention process. REN STAR will be used as our universal screening tool to monitor student progress. We will also utilize our Accelerated Reader program to build students fluency and comprehension. Increase usage of Freckle for all students to support their learning. School wide: Allocate required instructional time. Language Arts Block and math are uninterrupted instructional times throughout school. Grade level teams will continue their use of data driven decisions by using time to analyze pretest and post test data to determine if the instructional materials and instructional strategies are effective.	All students. Students in the socioeconomically disadvantaged and Students with Disabilities will be two subgroups to monitor closely.	1500 LCFF Supplemental 4000-4999: Books And Supplies Provide teachers with books to update classroom library 2000 Site Discretionary 2000-2999: Classified Personnel Salaries Para support for assessments 3000 Site Discretionary 1000-1999: Certificated Personnel Salaries Release time for teachers for IEP's, SST's, collaboration with data 2040 Title I 4000-4999: Books And Supplies Books for classrooms

	Time will be given for teams to collaborate to analyze the data.		
4.2	Professional Development: Provide staff development and time for grade level planning and curriculum development through CLT, release days, and outside training or workshops on textbook adoption, CCSS, researched based intervention programs and student engagement strategies related to Language Arts and math. Staff received professional development in the use of Freckle to run intervention groups and monitor student progress. In addition, training in Nat Geo, STAR reader and math and Social Emotional learning to support our students is the area of focus for professional development. This will include vertical alignment days so teachers in adjacent grade levels will be able to visit classrooms. This is done through both staff development, Collaborative Learning Time and also grade level planning.	All students	2650 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Release time for teacher collaboration
4.3	Interventions: Interventions will be provided to students who are identified as underperforming, especially English Language Learners, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities. Allocated instructional time of an additional 30 minutes during the daily schedule for Math Workshop time will be designated for grouping to support math needs of students. Delivery of core aligned intervention using core or supplemental materials. Extended time before and after school Intervention Support. Monitoring of student progress in the intervention program including pre-post assessments.	All students	1752 Title I 4000-4999: Books And Supplies Software Licensees 1500 LCFF Supplemental 1000-1999: Certificated Personnel Salaries 1500 Title I 4000-4999: Books And Supplies
4.4	Conferences for teachers and administrators to learn the most recent updates in teaching and learning	All students	3000 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures
4.5	Release time for teachers to analyze EL data and create a plan to implement to move our EL students to the next level.	EL Students	2500 LCFF Supplemental 1000-1999: Certificated Personnel Salaries

			Release time for teachers
4.7	Field trips to enhance the learning of all students	All students	1500 Site Discretionary 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were not able to meet the expected outcomes for all student groups.

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

Interventions were only able to be offered during the first half of the school year.

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

The current SPSA will be reviewed next year and the new administrative staff.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$73,162.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$25,292.00

Subtotal of additional federal funds included for this school: $25,292.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental	$30,150.00
Site Discretionary	$17,720.00

Subtotal of state or local funds included for this school: $47,870.00

Total of federal, state, and/or local funds for this school: $73,162.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental	$30,150.00	0.00
Site Discretionary	$17,720.00	0.00
Title I	$25,292.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	30,150.00
Site Discretionary	17,720.00
Title I	25,292.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	16,650.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	11,262.00
5000-5999: Services And Other Operating Expenditures	37,250.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	11,650.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	1,500.00
4000-4999: Books And Supplies	LCFF Supplemental	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	3,000.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	5,000.00

2000-2999: Classified Personnel Salaries	Site Discretionary	3,500.00
4000-4999: Books And Supplies	Site Discretionary	2,970.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	6,250.00
4000-4999: Books And Supplies	Title I	5,292.00
5000-5999: Services And Other Operating Expenditures	Title I	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,960.00
Goal 2	3,470.00
Goal 3	35,790.00
Goal 4	22,942.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

0 Secondary Students

Name of Members	Role
Vicki Ponticelli	Principal
Denise Holton	Classroom Teacher
Tammy Gonis	Classroom Teacher
Annette Chandler	Other School Staff
Chris Corder	Parent or Community Member
Gabriel Castillo	Parent or Community Member
Christine Fletcher	Parent or Community Member
Deeja Williams	Parent or Community Member
Elsa Perez	Parent or Community Member
Amber Hagen	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 6/1/2026.

Attested:



Principal, Vicki Ponticelli on 6/9/2026



SSC Chairperson, Amber Hagen on 6/9/2026

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

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

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023