

MAP Growth Language (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	-0.26	-0.17	>= 0
MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.04	-0.21	>= 0

Achievement Trends:

School


- Schoolwide, 21% and 8.8% of scholars scored standard met/exceeded in both ELA and Mathematics respectively.
- In ELA, the school average is 71.2 points below standard (-71.2 Distance from Standard) which is 21.6 points below the comparative group, FUSD grade span Elementary 3-6.
- In math, the school average is 98.2 points below standard (-98.2 Distance from Standard) which is 28.4 points below the comparative group, FUSD grade span Elementary 3-6.
- In math and ELA, all grade levels on average scored below the district's distance from standard average.

Grade levels

- In ELA, the percentage of Standard Not Met/Nearly Met is the greatest in grade 4.
- In mathematics, the percentage of Standard Not Met/Nearly Met is the greatest in grade 6.
- In mathematics, the distance from standard increases significantly as the grade level increases with a 58.5 increase from 3rd grade to 6th grade.
- In ELA, the average scale score is in the Standard Not Met range for all grade levels.
- In Mathematics, the average scale score is in the Standard Not Met range for all grade levels except 3rd grade which is in the Standard Nearly Met range.

Student Groups

- Females are outperforming males in percent met/exceeded for ELA, but males are outperforming females in mathematics.
- African American, English Learners, Homeless, and Students with Disabilities are the groups with percent met/exceeded below the schoolwide percentage in ELA.
- Females, African American, White, English Learners, Homeless, and Students with Disabilities are the only groups with percent met/exceeded below the schoolwide percentage in mathematics.
- All scholar groups (Hispanic, ELs, SWD, SED) scored below "all scholars" in ELA.
- The Hispanic group is the only group that scored better than "all scholars" in mathematics.



Student Group

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- Nearly 70% of scholars are scoring below average (bottom two performance bands below the 41st percentile) in math.
- Schoolwide, 18% of scholars are projected to score Standard Met/Exceeded in math on CAASPP, while 27% of scholars are projected to score Standard Met/Exceeded in ELA on CAASPP.

Grade Level:

- On average, Kindergarten scholars are performing higher than all other grade levels in math while 2nd grade scholars are performing higher than all other grade levels in reading.
- Kindergarten scholars are closest to the norm and have the greatest percentage of students in the HiAvg and Hi bands than any other grade level in math.
- In reading, the greatest percentage of scholars performing below the 41st percentile is in grades 1 and 3-6 where more than 60% of scholars are in the Lo and LoAvg bands.
- In math, the percentage of scholars in the Lo and LoAvg bands is greater than the school percentage in grades 2, 3, 5, and 6 below the school average in grades K, 1, and 4.
- In math, the average score gets further from the norm as the grade level increases through 5th grade with kindergarten being nearly 1 point below the norm on average and 5th grade being 15 points below the norm. Sixth grade is the only exception at nearly 14 points below the norm.
- In reading, the percentage of scholars projected to score Standard Met/Exceeded on SBA are in the double digits for all grade levels, whereas in math, the projected Standard Met/Exceeded is in the single digit in 5th and 6th grade.
- In Math, the percentage of students scoring in the HiAvg and Hi bands (80th percentile or higher) decreases as the grade level increases with a 23% decrease from kindergarten to grade 6.
- Fourth grade is the lowest overall in Reading and 5th grade is the lowest overall in math.
- Kindergarten is outperforming every grade level in both reading and math in every goal area.
- Performance in literary text and informational text decreases as grade levels increase.
- Geometry performance declines as the grade level increases.

Student Groups:

- Females minimally outperform the males in reading and males minimally outperform the females in math.
- Scholars with Disabilities, English Learners, and African Americans are the only three groups with over 50% of scholars in the Lo performance band (below the 21st percentile) in math.
- In reading, 52% of English Learners and 61% of Students with Disabilities are scoring below the 21st achievement percentile compared to 38% schoolwide.
- Sixteen percent of English Learners and 10% of Scholars with Disabilities are projected to score standard met/exceeded on SBA in ELA, compared to the schoolwide rate of 27%.

School:

- Less than 50% of scholars met or exceeded their projected (expected) growth in math and over 50% met or exceeded their projected growth in reading.
- The schoolwide conditional growth index shows that on average scholars made less than one year of growth in math and made one year growth in reading.

Grade Levels:

- Every grade level made less than one year of growth (negative Conditional Growth Index) in math except for 5th grade in math.
- First and 6th grade made accelerated growth (>0.40 Conditional Growth Index) in reading.
- In reading, 1st, 2nd, 4th, and 6th grade improved their distance from norm.
- In math, only 5th and 6th grade improved their distance from norm.
- In math, over 50% of scholars met/exceeded their projected growth in grades 3, 5, and 6 compared to 47% school wide.
- In reading, over 75% of kindergarten scholars did not meet/exceed their projected growth as compared to 46% of scholars schoolwide that did not.

Student Group:

- Based on the Conditional Growth Index, on average, every scholar group made less than one year's growth in math.
- Scholars with Disabilities, Homeless, and the English Only group are the only groups that did not make expected growth in reading.
- Forty percent of Scholars with Disabilities met/exceeded their projected growth in reading, compared to 54% schoolwide.

- Schoolwide, the Literary Text area is a relative strength in Reading for 2-5.
- Schoolwide, the Language and Writing area is a relative strength in Reading for K-1.
- Schoolwide, the Operations and Algebraic Thinking goal area is a relative strength in Math.

- Schoolwide, the Informational Text goal area is the greatest area of need in reading for 2-5.
- Schoolwide, Foundational Skills is the greatest area of need in reading for Kindergarten.
- Schoolwide, Vocabulary Use and Functions is the greatest area of need for grade 1.
- Schoolwide, the Numbers and Operations goal area is the greatest area of need in math.

- Reading: Student with Disabilities, English Learners
- Math: African-American, English Learners, Students with Disabilities

3. Students with Disabilities have a very high suspension rate and increased significantly from the prior year. There is a systemic failure in addressing individual needs and ensuring appropriate support structures are in place.

4. Students with Disabilities are demonstrating very low achievement in ELA and declined achievement from the prior year. Differentiated evidence-based instructional practices and supports specifically designed to meet scholars unique learning needs are not consistently and effectively implemented.

5. Students with Disabilities are demonstrating very low achievement in Math and maintained achievement from the prior year. Appropriate curriculum modifications and differentiation to meet the needs of students with disabilities is not being consistently provided in the general education setting.

A variety of site-based metrics were used to measure student academic achievement:

- Library circulation book data
- Chronic absenteeism, overall attendance, and overall tardy data
- Pre/post TV install survey
- Domain specific iReady data
- Parent workshop feedback
- Field trip student feedback
- Newcomer survey feedback
- Writing rubric scores
- A2i achievement and growth data
- iReady data

- 2nd, 3rd, and 4th grade have the largest number of books check out of the library.
- Fiction and graphic novels are the most popular books read in the library.
- We have cut the chronic absenteeism rate by over half from the previous year

- Over 90% of scholars who participated in the college tutor differentiated small group instruction increased significantly in the phonics or vocabulary domain.
- All parents who participated in the parent workshops found them helpful and would like to attend future workshops.
- The iReady median percent progress towards Typical Growth for Almond is 76% where 5th grade percentage is 115% in ELA.
- The percentage of scholars who are two or more grade levels behind in math has dropped by 17 percentage points on iReady.
- 58% of K-3 scholars are making above baseline growth in Reading on the a2i assessment.
- 71% of 2nd grade scholars are making above baseline growth in Reading on the a2i assessment.

- The two upper grade classes (5th & 6th grade) checked out significantly lower number of books than all other grade levels
- Informational text plays a crucial role in the CAASPP and CAST assessments. However, it appears to be one of the least checked-out categories, particularly among 3rd to 6th-grade students.
- Tardies this school year have slightly increased compared to last year.
- As the year continues, our chronic absenteeism rate slightly increases.
- Less than 2% of our parents are attending the parent workshops.
- Only 40% of all kindergarten scholars are making progress towards their Annual Typical Growth on iReady in Reading and 34% in math.
- 72% of scholars are at least one grade level behind in Informational text and 73% in Literature on iReady.
- 42% of 3rd grade scholars are making below baseline growth in reading and 61% of 3rd grade scholars are below grade level in reading on the a2i assessment.

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<p>Revised 11/6/24 1D. Deliver targeted differentiated small group instruction in ELA and Mathematics</p> <p>Expenditures: College Tutor/Paraprofessional Hourly Tutor Monitor Certificated Hourly Substitute Pay Instructional Materials and Organizational Supplies Printing Services Costs Duplo Maintenance/Supplies Small Group Furniture</p>	Classroom Walkthrough Data	At-Promise students Identified Using Multiple Measures	Teachers	\$37,331	\$4,550
<p>1E. Provide parents with parent workshops and resources to support learning at school and home.</p> <p>Expenditures: Certificated/Classified Additional Hourly Instructional Materials Printing Contracted Services</p>	Parent Survey	All Students	Principal Teachers Teacher on Assignment Community Liaison	\$2,302	
<p>1F. Support scholars' development of social-emotional learning and behavioral skills.</p> <p>Expenditure: Social Emotional Tools</p>	SEL Student Competencies and Support Survey	All Students Students with Disabilities	Teachers Counselor		\$600
<p>1G. Engage scholars in multimodal learning to address individual learning styles.</p>	Student Survey	All Students	Principal Counselor		\$5,500



Expenditure: Academic Field Trip and Related Costs	Field Trip Lesson Plans	Teachers	
Revised pending Board approval 2/5/25		All Students	
New Action 1H. Provide PD and coaching to engage PLCs in implementation science to improve student achievement.		Principal Assistant Principal Teacher on Assignment Teachers	
Expenditures: TV/Vivi, materials, and installation Professional books			

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement

MAP Growth Language (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	-0.27	-0.24	>= 0
MAP Growth Math (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	0.13	-0.02	>= 0

English Learners Performance

English Learners Performance

- In ELA, English Learners have 12.4% fewer students scoring Standard Met/Exceeded than the All-Student group and have an average Distance From Standard 32.3 points below the All-Student group.
- In mathematics, English Learners have 8.8% fewer students scoring Standard Met/Exceeded than the All-Student group and have an average Distance From Standard 26.8 points below the All-Student group.

English Learners Performance

- English Learners decreased their percent met/exceeded in both ELA and mathematics.
- In ELA, English Learners decreased in percent met/exceeded by nearly 1% compared to the nearly 4% increase schoolwide.
- In mathematics, English Learners decreased in percent met/exceeded by 2% compared to the nearly 2% increase schoolwide.
- No English Language Learners met/exceeded the standards in mathematics.
- In ELA, English Learners declined in Distance from Standard by 13.6 points while the All-Student group declined by 0.6 points, thus widening the achievement gap.
- In mathematics, English Learners improved in Distance from Standard by 6.7 points. However, the All-Student group improved by 15.8 points resulting in a widening of the achievement gap.

English Learners Performance

In ELA, Listening and Research/Inquiry are English Learners relative strengths.
 In Math, Communicating Reasoning is the relative strength of our English Learners

English Learners Performance

In ELA, Writing is the greatest area of need for English Learners.
 In Math, Concepts and Procedures are the greatest area of need for our English Language Learners

- The English Learner achievement declined by 1.1 points compared to an improvement of 0.6 points for “All Students” therefore maintaining the achievement gap.
- English Learner achievement improved by 3.2 points compared to an improvement of 15.5 points for “All Students” therefore widening the achievement gap.

The number of newcomers who enrolled at Almond received a care package which equated to 8.
 Various classroom visits were conducted to give feedback on the Designated English Language Development (DELD) instruction.

All families that enrolled at Almond who were new to the country received a care package. This included a backpack, bilingual dictionary, and instructional materials.
 All teachers grade levels had designated time build into their schedules four days a week for Designated English Language Development.
 A common lesson planning template was utilized school wide when creating DELD instruction.

We intended on including a tour of campus to increase the connection with our new families, however, this was not implemented this year.
 Professional development focusing on writing scaffolds for EL students.

- * Graphic Organizers for The Writing Process
- * Targeted Lesson Plans and Curriculum Guides
- * Professional Development for The Writing Process & Lesson Planning

Revised pending Board approval 11/6/24
1A1. Provide time for teachers to plan writing instruction focusing on graphic organizers to improve academic proficiency in reading and writing, fostering confidence and competence in language skills crucial for academic achievement.

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]



	39% - Beginning Development	36% - Beginning Development	measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	10% - Well Developed 62% - Somewhat/Moderately Developed 28% - Beginning Development	13% - Well Developed 59% - Somewhat/Moderately Developed 28% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels

<p>School</p> <ul style="list-style-type: none"> The majority of EL scholars are at level 2 and 3 (37% and 36% respectively) Schoolwide performance is stronger in Oral Language than in Written Language. Performance has remained stagnant over the past 3 years in the Reading and Writing domains <p>Grade levels</p> <ul style="list-style-type: none"> 6th grade has a significantly greater percentage of Level 3s and 4s than other grade levels. Overall performance has increased from 2022 to 2023 in grades K, 2nd, 3rd, and 6th. Grades K & 6 have increased % of Well Developed students across all 4 domains. <p>Student Groups</p> <ul style="list-style-type: none"> Scholars with Disabilities have improved in all four domains over the past three years. Scholars with Disabilities have more level 1s compared to all other student groups. In addition, this group has the largest number of 1's in both Oral Language and Written Language performance. Overall performance has remained stagnant for females, males, and Socioeconomically Disadvantaged.

<p>School</p> <ul style="list-style-type: none"> Schoolwide, the percentage of scholars who made progress over the past three years has slightly increased. Schoolwide, nearly half of the scholars are making progress (Increase at least one ELPI level) from 2022 to 2023. The greatest number of scholars who maintained were at levels 2H, 2L, and 1. Schoolwide, the largest number of ELs are at levels 3L and 2H. <p>Grade Levels</p>

- The percentage of scholars that made progress in 2023 over 2022 increased at all grade levels except 1st and 6th grade.
- 4th Grade ELs had the greatest increase in the percentage of students that made progress.
- 2nd Grade ELs had the greatest percentage who made progress from 2022-2023.
- The percentage of current 5th grade scholars that made progress in their 4th grade year increased by 34% over their 3rd grade year.
- The Grade 6 cohort showed the greatest increases in levels 3H and 4 from 2021 – 2023.
- The Grade 1 cohort has the greatest percentage of scholars falling back into level 1.
- Grade 6 increased the percentage of scholars who dropped one or more ELPI levels by 27%.
- The largest percentage of scholars not making progress were in Grade 1 (current 2nd grade) with more than $\frac{3}{4}$ of them decreasing or maintaining.

Student Groups

- All scholar groups increased the percentage of scholars making progress from 2022 to 2023
- The majority ELs in are scoring in the 3L or 2H range from 2022-2023.

- Schoolwide, the Listening domain is a relative strength.
- Schoolwide, the Listening, Reading, and Writing domains have remained stagnant over the last three years.
- Grade 5 and 6 ELs are stronger than any other grade in the speaking domain.

- Schoolwide, the reading domain is the greatest area of need.
- Grades 1, 3, and 6 has the greatest area of need in Reading.

First Grade needs the most intense support in the written language domain. There is not a particular ELPI level that is showing more need than others; all ELPI levels are evenly distributed. However, 1st and 3rd grade have a lower rate of students making progress.

- 45.9% of English Learners made adequate progress toward English proficiency which was an increase of 3.4% from the prior year.

Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	13% (2021-2022)	25.4%	28.4%
Smarter Balanced Assessment ELA: 3rd Grade Average Distance from Standard (DFS)	• 73.3 (2021-2022)	-71.7	-68.7
MAP Growth Reading: Average Fall-to-Fall Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: -1.13 Fall 1st to Fall 2nd: -0.13 Fall 2nd to Fall 3rd: 0.34 Fall 3rd to Fall 4th: -0.17	Fall Kinder to Fall 1st: -0.83 Fall 1st to Fall 2nd: 0.82 Fall 2nd to Fall 3rd: 0.14	

Listening is the relative strength of the 3rd grade scholars.
Communicating Reasoning is a relative strength of the 3rd grade scholars.

Writing is the greatest need of the 3rd grade scholars.
Concepts & Procedures is the greatest need of the 3rd grade scholars.

- Second grade has the highest percentage of students in the HiAvg and Hi achievement bands, while grade 1 as the highest percentage of students in the LoAvg and Lo bands.
- The average score is furthest from the Norm in 3rd grade and close to the norm in kindergarten.

- Based on the Conditional Growth Index, 1st and 2nd grade made expected growth while Kindergarten and 3rd grade made less than expected growth.
- Average growth for 1st grade was in the 45th percentile while both Kindergarten and 3rd grade were in the 30th percentile.

- The Literature and Informational goal area is a relative strength for kindergarten and 1st grade students.
- The Vocabulary goal area is a relative strength for 2nd grade while the Literary Text goal area is a relative strength for 3rd grade.

- The Foundational Skills goal area is the greatest area of need for kindergarten and 1st grade students.

- The Information Text goal areas is the greatest area of need for 2nd and 3rd grade students.

Assessment-to-Instruction data was collected to measure the scholar's academic performance towards grade level reading every 6-8 weeks

- 53% of all scholars are on or above grade level in reading
- 64% of kindergarten scholars are on or above grade level in reading
- 64% of all scholars are above or at baseline growth in reading
- 77% of 2nd grade scholars are scoring at the above baseline or baseline growth in reading

- 64% of 3rd grade scholars are below grade level in reading
- 39% of 3rd grade scholars are above baseline growth in reading.
- 42% of Kindergarten and 3rd grade scholars are growing at below baseline growth which is widening the achievement gap in reading

- The percentage of scholars who are at-promise of not reading at grade level indicate that the United2Read program needs to be strengthened with additional training with K-3 teachers.
- The MAP Reading CGI data show that our scholars would benefit from having books that are at their Lexile level in order to to improve knowledge of the alphabetic code, phonological awareness, phonemic awareness, and reading comprehension. (2.A)
- A2i data indicates that our scholars need to build early literacy skills including knowledge of the alphabetic code, phonological awareness, and phonemic awareness (2.B).

2A. Implementation of differentiated small **I**



X Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

\$72,997

X Purpose: Ensure that parents43.683S2 gCarryover