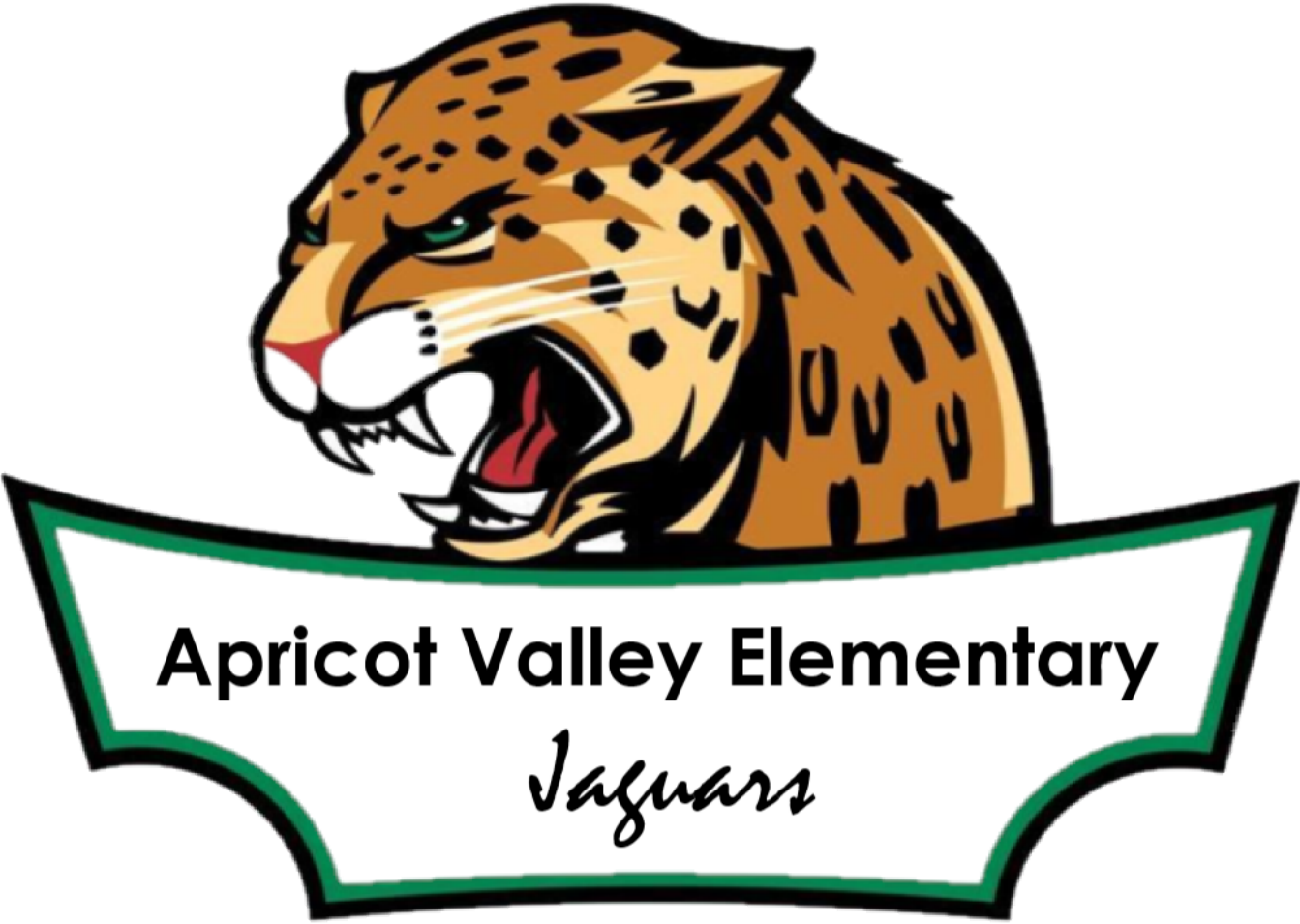




School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Apricot Valley Elementary School	50712170110080	April 27, 2026	June 1, 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 Apricot Valley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Targeted Support and Improvement

Based on the Homeless student group results for the Chronic Absenteeism Indicator on the California School Dashboard, Apricot Valley has been identified for Targeted Support and Improvement (TSI).

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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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 Apricot Valley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Targeted Support and Improvement

Based on the Homeless student group results for the Chronic Absenteeism Indicator on the California School Dashboard, Apricot Valley has been identified for Targeted Support and Improvement (TSI).

Apricot Valley's school plan is aligned to the requirements of ESSA and the District's Local Control and Accountability Plan (LCAP). The school's goals and metrics are identical to the goals and metrics outlined in the LCAP. The development of the plan includes a comprehensive needs assessment, taking into account information on the academic achievement of students, particularly the needs of students who are failing or at-risk of failing to meet the challenging state academic standards. The plan includes a description of the strategies that will be used to bring about school improvement, including how the strategies will provide opportunities for all students and each student subgroup to meet the state standards. Additionally, the plan will describe how Apricot Valley Elementary will strengthen the academic program, improve learning time, and support enriched and accelerated curriculum as well as address the needs of all students in the school, particularly those at-risk of not meeting the state standards.

Apricot Valley was identified for Targeted Support and Improvement (TSI) based on our Homeless student group who scored in the lowest performance band (red) for Chronic Absenteeism. The 26/27 plan will focus on implementing strategies that support the needs of all students, while also targeting resources for students who are being underserved with a greater focus on improving services/supports for the achievement group identified in the lowest band of the California Dashboard.

In reviewing the budget, Apricot Valley educational partners determined a greater emphasis shall be placed on developing the collective efficacy of teachers with a focus on equity for all students through the structure of a Multi-tiered System of Support (MTSS). This will be supported through coaching and professional development, with and emphasis on literacy and effective Tier 1 instruction.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Apricot Valley Elementary School engages the school's PBIS teams, School Site Council (SSC), English Advisory Committee (ELAC), staff, and input collected from parent and student surveys for feedback on the Single Plan for Student Achievement (SPSA). Throughout the 2024/25 school year, staff collaborated regularly to analyze school/student data and provide feedback as part of the planning process for the SPSA, such as during monthly staff meetings, weekly staff collaboration (PLT), and monthly PBIS meetings. In addition, this data and staff input was shared with families and community member during our regularly scheduled ELAC and SSC meetings. Feedback was solicited from these groups and used as part of our planning process. PJUSD Educational Services provided consultation and support throughout the process. Data reviewed by all educational partners included student academic performance data, such as iReady Reading and Math scores, CAASPP ELA and Math scores, ELPAC scores, and PAW. All feedback was reviewed by the SSC members and considered during the planning and writing process for the SPSA.

SPSA Engagement Meetings Included:

SSC Meeting Dates: 9/22/25, 12/15/25, 2/23/26, 4/27/26

ELAC Meeting Dates: 9/10/25, 12/10/25, 2/19/26, 4/22/26

MTSS Leadership Meetings: 9/9/25, 10/21/25, 11/13/25, 12/9/25, 1/13/26, 2/10/26, 3/10/26, 4/14/26

Staff Meetings: 8/6/25, 9/8/25, 10/20/25, 11/10/25, 12/8/25, 1/12/26, 2/9/26, 3/9/26, 4/13/26

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.

In the 2025 school year, Apricot Valley performed Medium (yellow) in English Language Arts (ELA), Low (orange) in Math, Low (orange) for English Learners, Medium (yellow) for Suspensions, and Low (orange) for Chronic Absenteeism according to the California Dashboard indicators. For ELA, Apricot Valley performed approximately 34.5 points below standard, showing a slight increase from the previous year. In Math, Apricot Valley performed approximately 69.5 points below standard, also reflecting a modest increase from 2024. English Learners showed 52.9% making progress, indicating growth compared to the prior year, though overall performance remains an area of need. Approximately 20% of AVE students were chronically absent, reflecting an increase from 2024, while 5.5% of students were suspended at least one day, demonstrating a slight decrease and improvement in status (moving from red to yellow). Students with Disabilities performed 135.8 points below standard in ELA (increase of 6.4 points) and 162.2 points below standard in Math (decline of 3.5 points). English Learners performed 63.6 points below standard in ELA (decline of 2.4 points) and 93.9 points below standard in Math (decline of 12.4 points), with 52.9% making progress (+9.7%). Socioeconomically Disadvantaged students performed 84.3 points below standard in Math (no change) and had a 6.5% suspension rate (+2.6%). African American students performed 48.7 points below standard in ELA (decline of 7 points), with 25.4% chronically absent (decrease of 5.6%) and a 19.2% suspension rate (+8.2%). Asian students had a 22.2% chronic absenteeism rate (decrease of 18.8%) and a 5.3% suspension rate (+5.3%). Homeless students performed 46.6 points below standard in ELA (+1.9 points) and 80.7 points below standard in Math (decline of 3.1 points), with a 4.9% suspension rate (+2.5%). White students performed 39.1 points below standard in ELA (decline of 4.3 points) and 79.3 points below standard in Math (decline of 10.1 points), with 24.4% chronically absent (+4.9%). In analyzing this data, Apricot Valley staff and educational partners identified key areas requiring continued focus and improvement, including ELA achievement, Math performance, Chronic Absenteeism, and Suspension rates. To address these needs and reduce achievement gaps, SPSA strategies will focus on strengthening Tier I instruction, targeted intervention supports, and ongoing professional development for staff. Data trends for English Learners highlight the need to enhance both integrated and designated ELD instruction. Additionally, increasing rates of chronic absenteeism underscore the importance of strengthening family engagement, outreach, and support systems to improve student attendance and overall outcomes.

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.

In 2024/25, no subgroup performed two or more performance levels below the “all student” performance.

Other Needs

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

In addition to Dashboard data, staff and educational partners of Apricot Valley examined locally collected data from iReady Reading and iReady Math assessments. Through the analysis of this data, staff and educational partners determined Apricot Valley will continue to focus on Teacher Clarity, strengthening students' foundational skills through Tier I and Tier II interventions, and through coaching and professional development in Teacher Clarity, 95% Group, and Corrective Reading.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Apricot Valley Elementary School. 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	0.49%	0.38%	0.52%	4	3	4
African American	7.96%	7.11%	7.74%	65	56	60
Asian	4.41%	4.44%	6.19%	36	35	48
Filipino	3.06%	2.66%	3.10%	25	21	24
Hispanic/Latino	62.67%	64.34%	62.84%	512	507	487
Pacific Islander	2.33%	2.54%	2.71%	19	20	21
White	9.18%	9.01%	7.23%	75	71	56
Multiple/No Response	4.28%	4.82%	5.03%	35	38	39
Total Enrollment				817	788	775

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	86	83	96
Grade 1	104	98	81
Grade 2	119	119	90
Grade3	115	122	122
Grade 4	124	116	130
Grade 5	128	125	123
Grade 6	141	134	133
Total Enrollment	817	797	775

Conclusions based on this data:

1. Enrollment at AVE has decreased since 2023/24. Enrollment decreased by 29 students in 2024/25.
2. Our Hispanic/Latino population has continued to represent the majority of our students.
3. Enrollment continues to be consistent in most grade levels, but 1st grade has decreased by 17 students and 2nd grade decreased by 29 students.

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	192	199	195	26.3%	23.5%	25.2%
Fluent English Proficient (FEP)	82	68	68	8.6%	10.0%	8.8%
Reclassified Fluent English Proficient (RFEP)	29	14	23	13.7%	8.3%	14%

Conclusions based on this data:

1. The number of English Learners at AVE decreased from 2024-2025 (199) to the 2025-2026 school year (195) by 4 students.
2. The number of Fluent English Proficient students maintained at 68 from 2024-2025 school year to the 2025-26 school year.
3. English Learners make up 25.3% of our school population.

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	120	118	124	118	117	123	118	117	123	98.3	99.2	99.2
Grade 4	122	125	119	118	123	118	118	123	118	96.7	98.4	99.2
Grade 5	134	131	125	132	129	124	132	129	124	98.5	98.5	99.2
Grade 6	130	139	136	127	137	134	127	137	134	97.7	98.6	98.5
All Grades	506	513	504	495	506	499	495	506	499	97.8	98.6	99

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	2386.	2377.	2390.	19.49	14.53	15.45	13.56	16.24	21.95	22.03	26.50	14.63	44.92	42.74	47.97
Grade 4	2431.	2436.	2447.	12.71	17.07	16.95	27.12	25.20	24.58	19.49	16.26	22.03	40.68	41.46	36.44
Grade 5	2469.	2452.	2479.	12.88	10.85	23.39	21.97	20.16	16.13	24.24	26.36	22.58	40.91	42.64	37.90
Grade 6	2462.	2504.	2476.	7.09	9.49	7.46	16.54	30.66	20.15	32.28	32.12	29.10	44.09	27.74	43.28
All Grades	N/A	N/A	N/A	12.93	12.85	15.63	19.80	23.32	20.64	24.65	25.49	22.24	42.63	38.34	41.48

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	16.10	11.11	10.57	50.00	58.12	60.16	33.90	30.77	29.27
Grade 4	11.86	18.70	17.80	62.71	60.16	61.02	25.42	21.14	21.19
Grade 5	11.36	8.53	17.74	62.88	65.89	54.84	25.76	25.58	27.42
Grade 6	7.87	13.14	6.72	43.31	58.39	53.73	48.82	28.47	39.55
All Grades	11.72	12.85	13.03	54.75	60.67	57.31	33.54	26.48	29.66

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	10.17	7.69	10.57	46.61	55.56	45.53	43.22	36.75	43.90
Grade 4	7.63	7.32	11.11	59.32	52.85	63.25	33.05	39.84	25.64
Grade 5	9.09	9.30	13.71	55.30	51.94	52.42	35.61	38.76	33.87
Grade 6	7.09	9.49	5.97	48.82	58.39	53.73	44.09	32.12	40.30
All Grades	8.48	8.50	10.24	52.53	54.74	53.61	38.99	36.76	36.14

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	11.86	7.69	8.94	62.71	74.36	70.73	25.42	17.95	20.33
Grade 4	8.47	9.76	6.78	70.34	67.48	74.58	21.19	22.76	18.64
Grade 5	11.36	9.30	12.90	66.67	68.99	68.55	21.97	21.71	18.55
Grade 6	5.51	8.76	6.72	70.87	75.18	70.90	23.62	16.06	22.39
All Grades	9.29	8.89	8.82	67.68	71.54	71.14	23.03	19.57	20.04

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	9.32	5.98	12.20	61.02	59.83	56.10	29.66	34.19	31.71
Grade 4	9.32	12.20	13.56	61.02	65.85	64.41	29.66	21.95	22.03
Grade 5	12.12	9.30	14.52	62.12	55.81	63.71	25.76	34.88	21.77
Grade 6	7.87	11.68	8.96	62.99	68.61	58.21	29.13	19.71	32.84
All Grades	9.70	9.88	12.22	61.82	62.65	60.52	28.48	27.47	27.25

Conclusions based on this data:

1. Glow: The percentage of students that met or exceeded standards in ELA for 2024/25 slightly increased to 36.3% compared to 36.2% the previous year.
2. Grow: The mean scale score decreased in grades 3rd and 6th which represents an opportunity for growth.

3. Equity: 3rd and 6th grade students have a higher percentage of students in standards not met compared to the other grade levels, representing an area of focus and attention on strategies to ensure equitable outcomes for these students.

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	120	118	124	118	117	123	118	117	123	98.3	99.2	99.2
Grade 4	122	125	119	118	123	118	118	123	118	96.7	98.4	99.2
Grade 5	134	131	125	132	129	124	132	129	124	98.5	98.5	99.2
Grade 6	129	139	136	126	137	135	126	137	135	97.7	98.6	99.3
All Grades	505	513	504	494	506	500	494	506	500	97.8	98.6	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2399.	2386.	2392.	14.41	6.84	7.32	23.73	20.51	18.70	17.80	24.79	34.15	44.07	47.86	39.84
Grade 4	2432.	2422.	2432.	7.63	9.76	7.63	18.64	13.82	16.10	34.75	32.52	37.29	38.98	43.90	38.98
Grade 5	2445.	2429.	2446.	8.33	5.43	8.87	7.58	12.40	12.10	30.30	20.16	19.35	53.79	62.02	59.68
Grade 6	2426.	2466.	2451.	2.38	10.22	5.19	9.52	6.57	11.85	23.02	27.01	26.67	65.08	56.20	56.30
Grade 11															
All Grades	N/A	N/A	N/A	8.10	8.10	7.20	14.57	13.04	14.60	26.52	26.09	29.20	50.81	52.77	49.00

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	15.25	6.84	10.57	43.22	50.43	51.22	41.53	42.74	38.21
Grade 4	10.17	9.76	10.17	47.46	36.59	45.76	42.37	53.66	44.07
Grade 5	8.33	4.65	7.26	34.09	31.78	37.10	57.58	63.57	55.65
Grade 6	2.38	8.76	5.93	27.78	39.42	36.30	69.84	51.82	57.78
Grade 11									
All Grades	8.91	7.51	8.40	37.85	39.33	42.40	53.24	53.16	49.20

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	13.56	9.40	8.13	48.31	46.15	50.41	38.14	44.44	41.46
Grade 4	11.86	9.76	5.93	44.92	42.28	48.31	43.22	47.97	45.76
Grade 5	6.82	5.43	4.03	40.15	46.51	52.42	53.03	48.06	43.55
Grade 6	3.17	5.84	5.19	39.68	40.15	42.22	57.14	54.01	52.59
All Grades	8.70	7.51	5.80	43.12	43.68	48.20	48.18	48.81	46.00

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	16.95	11.97	13.01	60.17	53.85	56.10	22.88	34.19	30.89
Grade 4	8.47	8.94	8.47	57.63	54.47	57.63	33.90	36.59	33.90
Grade 5	6.82	2.33	8.87	56.06	54.26	43.55	37.12	43.41	47.58
Grade 6	3.97	8.76	6.67	48.41	51.09	49.63	47.62	40.15	43.70
All Grades	8.91	7.91	9.20	55.47	53.36	51.60	35.63	38.74	39.20

Conclusions based on this data:

1. Glow: The percentage of students that met or exceeded standards in Math for 2024/25 slightly increased to 21.8% compared to 21.1% the previous year.
2. Grow: The percentage of students not meeting standards in math (overall) has continued to increase since 2021/22 without much growth.
3. Equity: 5th (59.68%) and 6th (56.3%) grade students are at a higher percentage for standards not met compared to all other grade levels, representing an area of focus and attention on strategies to ensure equitable outcomes for these two grade levels.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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	1438.2	1418.2	1423.5	1442.1	1431.9	1437.1	1428.9	1386.3	1391.9	31	30	33
1	1457.9	1448.6	1445.1	1475.0	1452.7	1461.2	1440.1	1444.1	1428.6	31	20	30
2	1474.3	1472.9	1476.8	1479.2	1474.0	1478.5	1469.1	1471.1	1474.6	32	28	20
3	1504.5	1477.6	1501.1	1513.9	1470.5	1503.2	1494.6	1484.0	1498.7	30	27	25
4	1512.4	1519.8	1516.8	1517.2	1506.1	1515.6	1507.1	1533.2	1517.5	37	26	27
5	1523.2	1513.5	1542.1	1526.1	1502.4	1551.0	1519.8	1524.1	1532.6	33	31	28
6	1527.3	1520.0	1521.9	1526.2	1510.6	1526.2	1527.9	1528.9	1517.1	32	28	28
All Grades										226	190	191

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	16.13	6.67	15.15	35.48	40.00	33.33	41.94	46.67	39.39	6.45	6.67	12.12	31	30	33
1	12.90	5.00	3.33	45.16	25.00	43.33	29.03	60.00	33.33	12.90	10.00	20.00	31	20	30
2	15.63	3.57	5.00	40.63	50.00	45.00	34.38	39.29	50.00	9.38	7.14	0.00	32	28	20
3	13.33	3.70	20.00	53.33	33.33	44.00	23.33	44.44	32.00	10.00	18.52	4.00	30	27	25
4	18.92	11.54	18.52	40.54	69.23	55.56	21.62	15.38	22.22	18.92	3.85	3.70	37	26	27
5	24.24	22.58	35.71	33.33	35.48	39.29	30.30	16.13	10.71	12.12	25.81	14.29	33	31	28
6	18.75	32.14	14.81	40.63	21.43	40.74	28.13	28.57	25.93	12.50	17.86	18.52	32	28	27
All Grades	17.26	12.63	16.32	41.15	39.47	42.63	29.65	34.74	30.00	11.95	13.16	11.05	226	190	190

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	16.13	6.67	24.24	41.94	50.00	39.39	32.26	33.33	18.18	9.68	10.00	18.18	31	30	33
1	25.81	25.00	20.00	48.39	20.00	53.33	22.58	50.00	13.33	3.23	5.00	13.33	31	20	30
2	25.00	25.00	25.00	43.75	39.29	35.00	18.75	28.57	40.00	12.50	7.14	0.00	32	28	20
3	43.33	25.93	48.00	40.00	25.93	28.00	10.00	29.63	16.00	6.67	18.52	8.00	30	27	25
4	40.54	34.62	44.44	37.84	46.15	37.04	10.81	19.23	14.81	10.81	0.00	3.70	37	26	27
5	45.45	25.81	67.86	39.39	41.94	17.86	6.06	22.58	10.71	9.09	9.68	3.57	33	31	28
6	40.63	35.71	48.15	34.38	35.71	25.93	18.75	17.86	18.52	6.25	10.71	7.41	32	28	27
All Grades	34.07	25.26	39.47	40.71	37.89	34.21	16.81	27.89	17.89	8.41	8.95	8.42	226	190	190

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		3.33	15.15		20.00	27.27		66.67	42.42		10.00	15.15		30	33
1		10.00	3.33		15.00	26.67		50.00	23.33		25.00	46.67		20	30
2		0.00	0.00		57.14	40.00		25.00	55.00		17.86	5.00		28	20
3		0.00	12.00		25.93	28.00		55.56	44.00		18.52	16.00		27	25
4		15.38	11.11		50.00	18.52		15.38	59.26		19.23	11.11		26	27
5		12.90	17.86		25.81	25.00		25.81	35.71		35.48	21.43		31	28
6	0.00	14.29	3.70	31.25	21.43	14.81	50.00	39.29	48.15	18.75	25.00	33.33	32	28	27
All Grades	7.96	7.89	9.47	26.55	31.05	25.26	42.92	39.47	43.16	22.57	21.58	22.11	226	190	190

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	22.58	13.33	21.21	70.97	80.00	63.64	6.45	6.67	15.15	31	30	33
1	35.48	25.00	33.33	64.52	65.00	53.33	0.00	10.00	13.33	31	20	30
2	15.63	21.43	40.00	75.00	71.43	60.00	9.38	7.14	0.00	32	28	20
3	20.00	14.81	24.00	66.67	62.96	60.00	13.33	22.22	16.00	30	27	25
4	27.03	46.15	25.93	54.05	53.85	62.96	18.92	0.00	11.11	37	26	27
5	21.21	22.58	33.33	66.67	64.52	51.85	12.12	12.90	14.81	33	31	27
6	12.50	28.57	13.04	71.88	46.43	73.91	15.63	25.00	13.04	32	28	23
All Grades	22.12	24.21	27.03	66.81	63.68	60.54	11.06	12.11	12.43	226	190	185

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	12.90	13.33	12.12	64.52	80.00	66.67	22.58	6.67	21.21	31	30	33
1	32.26	5.00	6.67	51.61	85.00	86.67	16.13	10.00	6.67	31	20	30
2	56.25	21.43	15.00	37.50	71.43	75.00	6.25	7.14	10.00	32	28	20
3	66.67	29.63	62.50	30.00	48.15	33.33	3.33	22.22	4.17	30	27	24
4	56.76	26.92	53.85	35.14	69.23	34.62	8.11	3.85	11.54	37	26	26
5	75.76	32.26	92.31	12.12	48.39	7.69	12.12	19.35	0.00	33	31	26
6	59.38	60.71	85.71	34.38	28.57	14.29	6.25	10.71	0.00	32	28	21
All Grades	51.77	27.89	44.44	37.61	60.53	47.22	10.62	11.58	8.33	226	190	180

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	12.90	3.33	6.06	80.65	86.67	72.73	6.45	10.00	21.21	31	30	33
1	25.81	20.00	10.00	45.16	65.00	33.33	29.03	15.00	56.67	31	20	30
2	6.25	0.00	10.00	68.75	82.14	75.00	25.00	17.86	15.00	32	28	20
3	3.33	0.00	12.00	66.67	55.56	52.00	30.00	44.44	36.00	30	27	25
4	5.56	15.38	11.11	63.89	65.38	74.07	30.56	19.23	14.81	36	26	27
5	12.12	16.13	14.29	57.58	48.39	53.57	30.30	35.48	32.14	33	31	28
6	6.25	7.14	4.35	40.63	46.43	26.09	53.13	46.43	69.57	32	28	23
All Grades	10.22	8.42	9.68	60.44	64.21	55.38	29.33	27.37	34.95	225	190	186

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	44.83	23.33	42.42	48.28	56.67	33.33	6.90	20.00	24.24	29	30	33
1	6.45	0.00	3.33	70.97	80.00	70.00	22.58	20.00	26.67	31	20	30
2	16.67	7.14	15.00	76.67	82.14	75.00	6.67	10.71	10.00	30	28	20
3	16.67	7.41	12.50	70.00	77.78	79.17	13.33	14.81	8.33	30	27	24
4	32.43	30.77	11.54	45.95	61.54	80.77	21.62	7.69	7.69	37	26	26
5	12.12	19.35	8.33	60.61	54.84	91.67	27.27	25.81	0.00	33	31	24
6	18.75	14.29	19.05	68.75	71.43	80.95	12.50	14.29	0.00	32	28	21
All Grades	21.17	15.26	16.85	62.61	68.42	70.79	16.22	16.32	12.36	222	190	178

Conclusions based on this data:

1. Glow: Overall students made the biggest growth at the Well Developed level in the Listening domain with an increase of 2.09% from 2022/23 to 2023/24.

2. Grow: The percentage of students scoring a level 4 overall on the ELPAC dropped 4.6% from 2022/23 to 2023/24.
3. Equity: 25.81% of 5th grade students scored a 1 overall on their ELPAC language assessment which was a much higher percentage compared to other grade levels, representing an area of focus and attention on strategies to ensure equitable outcomes for this grade level.

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
788	74.1%	25.3%	0.9%
Total Number of Students enrolled in Apricot Valley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	199	25.3%
Foster Youth	7	0.9%
Homeless	7	0.9%
Socioeconomically Disadvantaged	584	74.1%
Students with Disabilities	86	10.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	7.1%
American Indian	3	0.4%
Asian	35	4.4%
Filipino	21	2.7%
Hispanic	507	64.3%
Two or More Races	38	4.8%
Pacific Islander	20	2.5%
White	71	9%

Conclusions based on this data:

1. Glow: Enrollment in 2024/25 was 788 students for Apricot Valley.

2. Grow: 10.9% of our students qualify for Special Education services.
3. Equity: 64.3% of our student population is Hispanic and 25.3% of our students are English Language Learners; this allows for a focus and attention on strategies to ensure equitable outcomes for these subgroups.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Glow: English Learner Progress is in the Green on the CA Dashboard.
2. Grow: Apricot Valley Elementary has two areas in orange on the CA Dashboard - Math performance and Chronic Absenteeism.

3. Equity: Due to our areas of need for Math and Chronic Absenteeism, Apricot Valley Elementary will strengthen high quality math instruction and targeted interventions (Tier 1 supports) while implementing proactive, culturally responsive attendance supports to reduce chronic absenteeism and increase consistent student engagement in learning.

School and Student Performance Data

Academic Performance English Language Arts

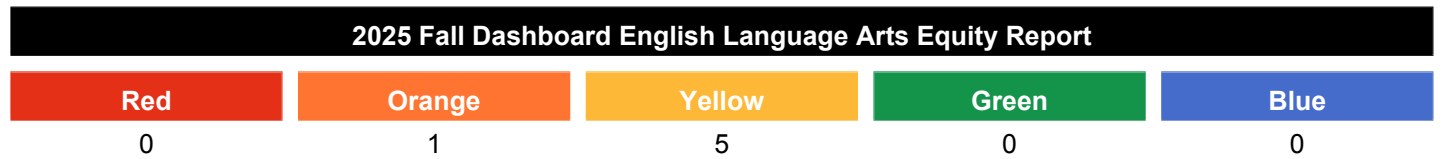
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 34.5 points below standard Increased 3.8 points 476 Students	English Learners  Yellow 58.9 points below standard Increased 4.6 points 136 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 46.9 points below standard Increased 5.6 points 352 Students

Students with Disabilities  Orange 116.1 points below standard Increased 19.7 points 72 Students	African American  Yellow 20.3 points below standard Increased 29.4 points 42 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 34.5 points below standard Declined 29.3 points 20 Students	Filipino  No Performance Color 22.1 points above standard Declined 15.9 points 15 Students	Hispanic  Yellow 39.4 points below standard Increased 7.2 points 300 Students
Two or More Races  No Performance Color 31.9 points below standard Declined 12.2 points 25 Students	Pacific Islander  No Performance Color 50.7 points below standard Declined 3.7 points 11 Students	White  Yellow 26.5 points below standard Increased 12.6 points 40 Students

Conclusions based on this data:

1. Glow: Our overall ELA scores showed growth, with all measured subgroups making growth.
2. Grow: Despite making growth, our Students with Disabilities still scored in the Orange band.
3. Equity: Although all subgroups scored in the Yellow band and our Students with Disabilities scoring in the Orange band, Apricot Valley Elementary will maintain strong supports for all students while intensifying targeted, inclusive instructional strategies, interventions, and progress monitoring to accelerate achievement for students with disabilities to close the performance gap.

School and Student Performance Data

Academic Performance Mathematics

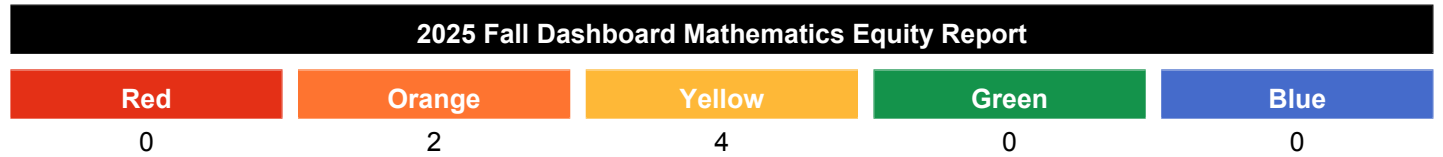
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 69.5 points below standard Maintained 2.3 points 477 Students	English Learners  Orange 94.4 points below standard Maintained -0.6 points 136 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 79.2 points below standard Increased 5.1 points 353 Students

Students with Disabilities  Orange 146.3 points below standard Increased 15.9 points 72 Students	African American  Yellow 66 points below standard Increased 10.4 points 42 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 64.8 points below standard Declined 37.2 points 20 Students	Filipino  No Performance Color 6.7 points above standard Increased 9.7 points 15 Students	Hispanic  Yellow 74.3 points below standard Increased 6.4 points 301 Students
Two or More Races  No Performance Color 65.6 points below standard Declined 10.2 points 25 Students	Pacific Islander  No Performance Color 65.9 points below standard Increased 3.4 points 11 Students	White  Yellow 54.1 points below standard Increased 25.2 points 40 Students

Conclusions based on this data:

1. Glow: As a school, AVE maintained their overall Math performance for 2025 with our White (+25.2 points) and Students with disabilities (+15.9 points) making the biggest growth.
2. Grow: AVE scored in the Orange band as a school for Math.
3. Equity: AVE is committed to ensuring equitable math outcomes for all students by strengthening Tier I instruction, implementing targeted interventions, and using data driven practices to address learning gaps and accelerate achievement across all student groups.

School and Student Performance Data

Academic Performance Science

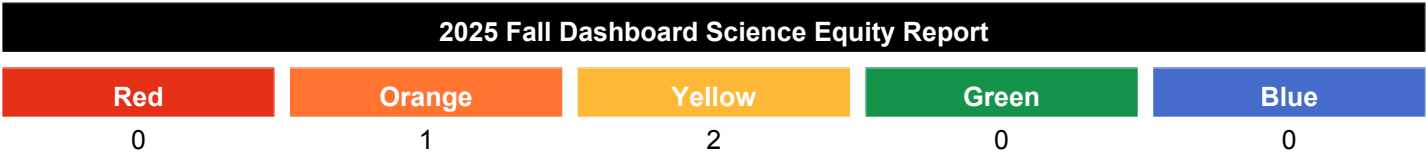
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 provides number of student groups in each level.



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  Yellow 47.5 science points Maintained -0.8 points 119 Students	English Learners  Orange 42.2 science points Maintained -0.6 points 32 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 45 science points Maintained -1.5 points 94 Students

Students with Disabilities  No Performance Color 33.4 science points Maintained -1.5 points 22 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 46.3 science points Declined 2.8 points 67 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 53.2 science points 15 Students

Conclusions based on this data:

1. Glow: As a school, AVE maintained their overall Science performance for 2025 (-0.8).
2. Grow: Our English Learners scored in the Orange band as a school for Science.
3. Equity: AVE is committed to ensuring equitable science outcomes for all students by strengthening Tier I instruction, implementing targeted interventions, and using data driven practices to address learning gaps and accelerate achievement across all student groups.

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.

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 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
 Green	 No Performance Color
52.9 making progress.	making progress.
Number Students: 153 Students	Number Students: 5 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
16.3%	30.7%	1.3%	51.6%

Conclusions based on this data:

1. Glow: Apricot Valley Elementary scored in the Green band for English Learner Progress.
2. Grow: 16.3% of our English Learners decreased one ELPI level which represents an opportunity for growth. We will review data prior to summative assessments to identify our students on the cusp as well as review ELPAC practice questions with our teachers to share best practices with our students.
3. Equity: Apricot Valley Elementary will review data prior to summative assessments to identify our students on the cusp as well as review ELPAC practice questions with our teachers to share best practices with our students as we implement designated and Integrated ELD instruction and small group reteach/review with our English Learners.

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.

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 Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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



Orange

20% Chronically Absent

Increased 1.3

833 Students

English Learners



Orange

14.2% Chronically Absent

Increased 2.8

211 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Foster Youth



No Performance Color

46.2% Chronically Absent

Increased 21.2

13 Students

Homeless



Red

50% Chronically Absent

Increased 8.3

36 Students

Socioeconomically Disadvantaged



Orange

21.7% Chronically Absent

Declined 0.5

630 Students

Students with Disabilities  Red 22.1% Chronically Absent Increased 8.1 104 Students	African American  Yellow 19.4% Chronically Absent Declined 6 62 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 11.1% Chronically Absent Declined 11.1 45 Students	Filipino  No Performance Color 0% Chronically Absent Declined 4 22 Students	Hispanic  Orange 19.9% Chronically Absent Increased 3 523 Students
Two or More Races  Red 33.3% Chronically Absent Increased 14.3 81 Students	Pacific Islander  No Performance Color 23.1% Chronically Absent Declined 13.3 26 Students	White  Yellow 15.5% Chronically Absent Declined 8.9 71 Students

Conclusions based on this data:

1. Glow: Three subgroups declined their Chronic Absenteeism rates: White, African American, and our Asian students.
2. Grow: Apricot Valley Elementary scored in the Orange band for Chronic Absenteeism with three subgroups scoring in the Red band: Homeless, Students with Disabilities, and Student of Two or More Races, which represents an opportunity for growth.
3. Equity: Apricot Valley Elementary is committed to implementing targeted, culturally responsive attendance supports, strengthening family engagement, and providing individualized interventions to reduce chronic absenteeism and ensure Homeless students, Students with Disabilities, and Students of Two or More Races are consistently engaged in learning.

School and Student Performance Data

Conditions & Climate Suspension Rate

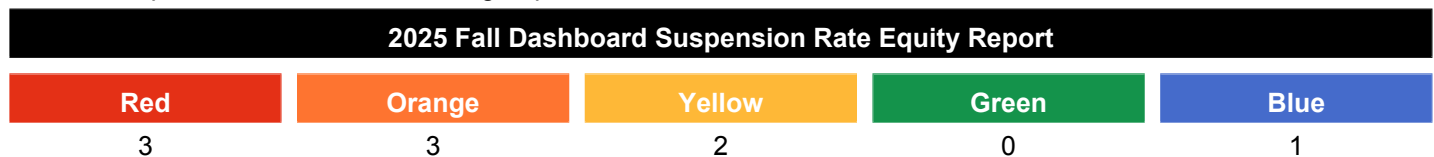
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 5.5% suspended at least one day Declined 0.6% 851 Students	English Learners  Yellow 4.7% suspended at least one day Declined 0.3% 212 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth  No Performance Color 5.9% suspended at least one day Increased 5.9% 17 Students	Homeless  Yellow 5.3% suspended at least one day Declined 2.8% 38 Students	Socioeconomically Disadvantaged  Red 6.4% suspended at least one day Maintained -0.2% 642 Students

Students with Disabilities  Red 14% suspended at least one day Increased 2.1% 107 Students	African American  Orange 10.8% suspended at least one day Declined 8.4% 65 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 0% suspended at least one day Declined 5.3% 46 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 22 Students	Hispanic  Orange 5.6% suspended at least one day Increased 0.8% 531 Students
Two or More Races  Orange 4.8% suspended at least one day Increased 0.3% 84 Students	Pacific Islander  No Performance Color 3.8% suspended at least one day Declined 14.3% 26 Students	White  Red 6.8% suspended at least one day Increased 3% 74 Students

Conclusions based on this data:

1. Glow: Overall suspension rates for Apricot Valley Elementary students declined.
2. Grow: There were three subgroups who fell in the Red band for suspension rates; Students with Disabilities, White, and Socioeconomically Disadvantaged students, which represents an opportunity for growth.
3. Equity: Apricot Valley Elementary is committed to strengthening inclusive, proactive behavior supports and restorative practices, while using data driven interventions to reduce suspension rates and ensure Students with Disabilities, White, and Socioeconomically Disadvantaged students are supported in safe, respectful, and engaging learning environments.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

Apricot Valley Elementary will ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

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.

36.3% of students at Apricot Valley Met or Exceeded Standard for ELA. 21.8% of students at Apricot Valley Met or Exceeded Standard for Math. 4.429% of Students With Disabilities (SWD) Met or Exceeded Standards on ELA, and 4.29% of SWD Met or Exceeded Standards on Math. 16.82% of English Learners (ELs) Met or Exceeded Standards for ELA, and 4.67% of ELs Met or Exceed standards in Math. Additionally, Apricot Valley qualified for ATSI for Students with Disabilities being 'Red', or Very Low Performance, on the CA Dashboard for ELA and Math. The SPSA includes metrics to monitor very low academic performance as well as includes strategies and activities to address schoolwide needs and the needs of Students with Disabilities.

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
Percentage of Pupils with Access to Standards-aligned Instructional Materials (Source: Williams Report, 2025)	100%	100%
CAASPP ELA: Percent of Students in Grades 3-6 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All: 36.3% English Learners: 16.82% Homeless: 0% Students with Disabilities: 4.29%	All: 43.3% English Learners: 23.82% Homeless: 20% Students with Disabilities: 11.29%
CAASPP Math: Percent of Students in Grades 3-6 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All: 21.8% English Learners: 4.67% Students with Disabilities: 4.29%	All: 29.8% English Learners: 12.67% Students with Disabilities: 11.29%
CAST: Percent of Students in Grades 5 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All: 21.78% English Learners: 7.41%	All: 29.78% English Learners: 14.41%
English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 (Source: CA Dashboard, 2025)	All Students (English Learners): 52.9%	All Students (English Learners): 55.9%
English Learner Reclassification Rate: Percent of English Learners	All Students (English Learners): 13.7%	All Students (English Learners): 18.7%

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	CAASPP ELA: Currently, 36.3% of students met or exceeded standards on the CAASPP ELA assessment. SPSA funds will be used to purchase books, supplemental instructional materials, and classroom supplies to support targeted ELA intervention and literacy instruction for students, including Students with Disabilities (SWD). Materials and supplies will support small group instruction, reading intervention, progress monitoring, and instruction aligned to grade-level standards and student learning needs.	All	3,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G101: Materials and supplies
1.2	CAASPP Math: Currently, 21.8% of students met or exceeded standards on the CAASPP Math assessment. Funds will be used to purchase supplemental instructional materials, manipulatives, and classroom supplies to support targeted math intervention and instruction for students, including Students with Disabilities (SWD).	All	3,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G101: Materials and supplies
1.3	Utilize Early Intervention aides to provide targeted intervention to students performing below standards in K-6. Provide tutoring for students that are performing below grade level.	All	32,838 Title I 2000-2999: Classified Personnel Salaries Salaries for Early Intervention Paraeducators 407 LCFF: Local Control Funding Formula 2000-2999: Classified Personnel Salaries Salaries for Early Intervention Paraeducators
1.4	Provide Assistant Principal to support teachers with instructional strategies, professional development, classroom strategies, classroom materials. The funds will be used to provide books, instructional supplies, and classroom materials to support high quality teaching and learning for all students. Funds will also be used to purchase books, instructional supplies, classroom materials, classroom libraries, student technology resources, and supplemental materials aligned to grade-level standards and student learning needs. These resources will support high-quality instruction, student engagement, literacy development, differentiated instruction, and equitable access to learning materials for all students.	All	6,705 Title I 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal (PD and Support) 720 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal (PD and Support) 12,000 Title I 4000-4999: Books And Supplies Materials, supplies, etc

1.5	Provide core curriculum opportunities for our students (i.e.; field trips to college campuses, assemblies, etc)	All	4,000 Title I 5000-5999: Services And Other Operating Expenditures Filed trips, activities aligned to core curriculum
1.6	Provide extracurricular activities that support Common Core Standards will be available to supplement student learning and development (i.e. field trips to college campuses, assemblies, etc)	All	2,500 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures G105: College and Career
1.7	Provide materials and Supplies to support: Music, VAPA, Concerts, Video Equipment, Plays, and Art Shows	All	4,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G107: Materials and supplies
1.8	Funds will be used to support English Learners during ELPAC testing by providing snacks, student incentives, and materials that promote a positive and supportive testing environment. Funds will also support activities and recognition efforts that encourage students to perform their best and help reinforce the importance of language development and academic achievement for English Learners.	English Learners	4,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G108: Materials and supplies

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.

Apricot Valley completed 4 of the 4 strategies identified in the 2024/25 SPSA. Supplemental books and materials were purchased to support students with ELA and Math. These included Corrective Reading and 95%. Intervention program licenses and supplemental materials for use during designated ELA/ELD intervention block were purchased as well. These included Accelerated Reader and iReady for ELA and Math. Intervention paraprofessionals provided targeted intervention in reading and math, and teachers provided tutoring to students in reading and/or math. Funding was also used to hire Assistant Principals in order to support teachers with instructional strategies, professional development, and classroom support.

Apricot Valley met 2 of 2 metrics identified in the 2024/25 SPSA. The expected outcome was to be within 3% of the county for ELA and Math on the CAASPP. Apricot Valley met this goal by scoring within 1% of the county on ELA and within 3% of the county on Math.

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

Although \$12,000 for materials, supplies, and/or books was allotted from Title I, LCAP and Lottery funding will also be used.

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.

There are no substantial changes made to the goal, annual outcomes, metrics, or strategies/activities.

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.

Student and Staff Safety and Wellness

Apricot Valley will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

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.

According to the California Healthy Kids Survey data for 2024/25 as well as the California Dashboard and Aeries, there was a clear indication Apricot Valley needs to focus on Chronic Absenteeism, Suspension Rates, and School Connectedness/Staff Working Environment. According to the CA Dashboard: Chronic Absenteeism is at 20.95% for all students at AVE. 50% of homeless students, 33% of students of 2 or more races, 22.1% of students with disabilities 21.7% of SED students, and 14.2% of English Learners are chronically absent. According to the CA Dashboard: Suspension Rates for all students at AVE were 5.5%. White students were at 6.8%, African American students were at 10.8%, SED students were 6.4%, and Students with Disabilities were at 14%. AVE had no school expulsions. Additionally, Apricot Valley qualified for ATSI for the homeless student subgroup being 'Red', or Very Low Performance, on the CA Dashboard for Chronic Absenteeism and Very Low Performance for Students with Disabilities for Suspension Rate. The SPSA includes metrics to monitor very low performance as well as includes strategies and activities to address schoolwide needs and the needs of Students with Disabilities and the homeless student subgroup.

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
Attendance Rate: Percent of Students Attending School on a Daily Basis (Source: AERIES ADA Report, 2025)	All: 91.78% Homeless: 90.7%	All: 95% Homeless: 95%
Chronic Absenteeism Rate: Percent of Students Chronically Absent from School (Source: CA Dashboard, 2024)	All students: 20% Homeless: 50% Students of 2 or More Races: 33% Student with Disabilities: 22.1% Socio-Economically Disadvantaged: 21.7% English Learners 14.2%	All students: 16% Homeless: 40% Students of 2 or More Races: 26% Student with Disabilities: 17.1% Socio-Economically Disadvantaged: 17.7% English Learner: 10.2%
Suspension Rate: Percent of Students Suspended at Least One Day (Source: CA Dashboard, 2024)	All students: 5.5% White: 6.8% Socio-Economically Disadvantaged: 6.4% African American: 10.8% Students with Disabilities: 14%	All students: 3% White: 3.8% Socio-Economically Disadvantaged: 3.4% African American: 6.8% Students with Disabilities: 9%

Expulsion Rate: Percent of Students Expelled in Academic Year (Source: AERIES, 2025)	All Students: 0	All Students: 0
California Healthy Kids Survey (CHKS): Average Percent of Students that Reported "Yes, most of the time" or "Yes, all of the time" on School Connectedness, Social and Emotional Learning Supports, and Anti Bullying Climate (Source: CHKS, 2024/25)	School Connectedness: 71% Social and Emotional Learning Supports: 74% Anti Bullying Climate: 73%	School Connectedness: 76% Social and Emotional Learning Supports: 80% Anti Bullying Climate: 78%
California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment (Source: CSSS, 2024/25)	Staff Working Environment: - Supportive and inviting place for staff to work. 77% - Promotes trust and collegiality among staff. 68% - Is a safe place for staff. 87% - Promotes personnel participation in decision-making that affects school practices and policies. 83%	Staff Working Environment: - Supportive and inviting place for staff to work. 82% - Promotes trust and collegiality among staff. 73% - Is a safe place for staff. 92% - Promotes personnel participation in decision-making that affects school practices and policies. 88%
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports (Source: CSPS, 2024/25)	Student Learning Environment: - This school is a supportive and inviting place for students to learn. 77% - This school is a safe place for my child. 91% Social and Emotional Supports: - My child's teachers are responsive to my child's social and emotional needs. 91%	Student Learning Environment: - This school is a supportive and inviting place for students to learn. 82% - This school is a safe place for my child. 96% Social and Emotional Supports: - My child's teachers are responsive to my child's social and emotional needs. 96%
Tiered Fidelity Inventory (TFI) (Source: TFI, 2024/25)	Tier I: 81% Tier 2/3: 85%	Tier I: 86% Tier 2/3: 90%

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	In order to address attendance, AVE has implemented planned ROAR attendance days, a Fall and Spring attendance carnival, and a March Madness attendance incentive. AVE also uses monthly Jaguar Attendance trophies for the highest class percentage of attendance, Perfect Attendance awards, and weekly recognition for 95% attendance.	All Students	6,705 Title I 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal 720 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal
2.2	Assistant principal will be a guiding member to help with suspensions. In order to address suspensions and assist the assistant principal, AVE has implemented PBIS strategies, Buddy Rooms, Restorative Practices strategies, support from our Student Support Specialist and/or School	ALL	6,705 Title I 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal 720

	Counselor, and visits to school by the School Resource Officer (assemblies, playground visits, etc).		LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Books, materials and/or supplies
2.3	Recognize and reward students for demonstrating good character and participation in the academic achievement.	All	5,586 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G204: Academic recognition related to college and career ready
2.4	Promote social-emotional learning, student wellness, and inclusion by providing materials, activities, and supports that foster positive relationships, student engagement, and a sense of belonging for all students. Funds may support PBIS incentives, restorative practices, social-emotional learning resources, student recognition programs, wellness activities, and inclusive school events that strengthen school connectedness and promote a safe, supportive learning environment.	All	2,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G202: Books, materials and/or supplies
2.5	Provide a Student Support Specialist (S3) for students needing additional support.	All	32,085 Title I 2000-2999: Classified Personnel Salaries Salary for Student Support Specialist 407 LCFF: Local Control Funding Formula 2000-2999: Classified Personnel Salaries Salary for Student Support Specialist
2.6	School Safety & Discipline Support: Yard Duty (oversee & support), Discipline support and PD related to these areas. (Assistant Principal)	All	6,705 Title I 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal 720 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal
2.7	Implement PBIS strategies so all students feel connected and treated fairly at Apricot Valley.	All	8,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G202: PBIS implementation for TFI
2.8	Recognize and reward students for demonstrating good attendance	All	5,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies

			G204: Attendance Incentives
2.9	Provide care packages (i.e. backpacks and essential school and basic needs items) for homeless students to reduce chronic absenteeism and promote consistent engagement in a safe, supportive learning environment.	Homeless students	2,500 Title I 4000-4999: Books And Supplies Supplies (essentials) for homeless 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.

Apricot Valley completed 4 of the 4 strategies identified in the 2024/25 SPSA. Supplemental books and materials were purchased to support students with ELA and Math. These included Scholastic News, and Standards Plus. intervention program licenses and supplemental materials for use during designated ELA/ELD intervention block were purchased as well. These included the Hopscotch program, Accelerated Reader and iReady for ELA and Math. Intervention paraprofessionals provided targeted intervention in reading and math, and some of our teachers provided tutoring to students in reading and/or math. Money was also used to help fund one of our Assistant Principals in order to support teachers with instructional strategies, professional development, and classroom support.

Apricot Valley met 2 of 2 metrics identified in the 2024/25 SPSA. The expected outcome was to be within 3% of the county for ELA and Math on the CAASPP. Apricot Valley met this goal by scoring within 1% of the county on ELA and within 3% of the county on Math.

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

\$32,492 was budgeted for our Student Support Specialist, this is an increase of \$2,785.

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.

There are no substantial changes made to the goal, annual outcomes, metrics, or strategies/activities.

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.

Facilities and Resources

Apricot Valley Elementary will maximize resources for students and staff to support educational excellence.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Facilities and Resources: Maximize resources for students and staff to support educational excellence.

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.

When speaking with educational partners, the uneven concrete in the quad/hallways and lighting are two very serious issues on AVE's campus. We also need to increase the security camera coverage for the blacktop and back grass areas. Additionally, the CA Healthy Kids Survey indicates 60% of 3rd-6th grade students believe Apricot Valley is clean and neat, indicating a need to enhance the cleanliness and appearance of the school. The SPSA contains metrics and strategies/activities to address this identified area of need.

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
Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair (Source: Williams FIT Reports, 2025)	Good	Good or Exemplary
Clean and Well-Maintained Facilities and Properties: Average Percent of Students, Staff, and Parents that Reported "Yes, most of the time" or "Yes, all of the time" on Clean and Well-Maintained Facilities and Properties (Source: CA Healthy Kids Survey, 2024; CA School Staff Survey, 2025; CA School Parent Survey, 2024/25)	Clean and Well-Maintained Facilities and Properties - Elementary Students: Is your school building neat and clean? 60% - Staff: This school has clean and well-maintained facilities and property. 68% - Parents: This school has clean and well-maintained facilities and property. 85%	Clean and Well-Maintained Facilities and Properties - Elementary Students: Is your school building neat and clean? 66% - Staff: This school has clean and well-maintained facilities and property. 75% - Parents: This school has clean and well-maintained facilities and property. 90%

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	Implement a school wide cleanliness campaign, as funds will be used to support the campaign by purchasing supplies, materials, and incentives that promote student responsibility, school pride, and a	All	500 LCFF: Local Control Funding Formula

	clean, safe learning environment. These efforts will reinforce schoolwide expectations, improve campus appearance, and foster a culture of respect and responsibility.		4000-4999: Books And Supplies G301: Materials, supplies, etc
3.2	Repair/replacement of safety items such as lighting, security cameras, signage, equipment, etc	All	9,500 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G301: Equipment, signage, grounds etc
3.5	Transportation for school related field trips	All	16,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures G303: Transportation for field trips

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.

Apricot Valley completed 4 of the 4 strategies identified in the 2024/25 SPSA. These strategies included: 1. Host parent night/event on campus to address parent/student needs. 2. Incentives for Parents and Students and Support Staff 3. Parent Engagement: Staffing Support 4. Staffing support by the Assistant Principal. Apricot Valley held the Fall Festival, Science Night, Trunk or Treat, ELAC, SSC, and PTO events throughout the year.

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

There was an increase for transportation for school related field trips to \$16,000.

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.

There were minor changes made to the goal, annual outcomes, metrics, or strategies/activities.

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.

Communications and Collaboration

Apricot Valley Elementary will provide parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

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.

Parents and educational partners need to be given more opportunities for input before important decisions are made at Apricot Valley. Parents and educational partners are also wanting more opportunities for Parent Education and opportunities to volunteer. According to the Californian School Parent Survey, only 64% of parents feel AVE actively seeks input from parents before decision making. The school will focus on including parents through opportunities with SSC, ELAC, PTO, and whenever else possible. Metrics and strategies/actions have been included in the SPSA to address this identified area of need.

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
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School (Source: CSPS, 2024/25)	Promotion of Parental Involvement: - School encourages me to be an active partner with the school in educating my child. 93% - School actively seeks the input of parents before making important decisions. 64% - Parents feel welcome to participate at this school. 82% Communication with Parents About School: - School keeps me well-informed about school activities. 90%	Promotion of Parental Involvement: - School encourages me to be an active partner with the school in educating my child. 95% - School actively seeks the input of parents before making important decisions. 70% - Parents feel welcome to participate at this school. 87% Communication with Parents About School: - School keeps me well-informed about school activities. 95%
Parent Education Events: Number of Parent Education Events per Year (Source: PJUSD Parent Education Events List, 2024/25)	Number of Parent Education Events: 4	Number of Parent Education Events: 4 or more

Parent and Community Volunteers: Number of Parent/Community Volunteers (Source: PJUSD Parent Volunteer List, Spring 2024/25)	Level 1 Volunteers: 0 Level 2 Volunteers: 94	Level 1 Volunteers: 0 Level 2 Volunteers: 100
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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	Host parent night/events on campus to address parent/student needs. (Materials and Supplies for activities presented)	All	5,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G404: Supplies for parent events
4.2	Invite parent participation in activities and decision making (SSC/ELAC/PTO and/or volunteering).	All	700 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G403: Materials
4.3	Host SSC, ELAC, PTO, and other parent groups so parents are able to stay informed and contribute to decision making that is happening at AVE.	All	900 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G403: Materials and supplies for parent events
4.4	Provide Parents with parent education nights (i.e. technology use, social-emotional learning-SEL) to support their children.	All	900 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G403: Materials and supplies for parent classes

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.

Apricot Valley completed 5 of the 5 strategies identified in the 2024/25 SPSA. The strategies that were addressed are as follows: 1. Recognize and reward students for demonstrating good character and participation in the academic achievement, 2. Have students learn about Social Emotional Learning and Inclusion, 3. Provide a Student Assistance Specialist for students that need support, 4. School Engagement/Assembly, 5. The Assistant Principal will oversee and support School Safety & Discipline Support Yard Duty, and assist with discipline support and PD. We were able to meet these strategies by holding iReady growth awards, semester awards, and character awards (ROAR and monthly character). Students received daily SEL lessons in their classrooms and our SAS and school counselor supported with group activities, lessons, and more. We were able to provide a full time SAS to assist students with social skills, SEL, and other various needs. We held assemblies a school wide BMX Bike assembly to help promote the importance of education, good character, and responsibility. Lastly, our Assistant Principal took the lead on the Safety Committee, worked with yard duty for professional development and ongoing support.

Apricot Valley decreased suspension rates in 2024/25; the suspension rate lowered to 5.5% from 6.1%. When looking at the data, the following performance groups were in the Red (Very Low Performance): White, Socioeconomically Disadvantaged, and Students with Disabilities. These students will be a focus for the 2025/26 SPSA.

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

There was a decrease in funds for parent involvement events (i.e. SSC, ELAC, PTO, parent education nights).

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.

There are no substantial changes made to the goal, annual outcomes, metrics, or strategies/activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Employee Success and Leadership Development

Apricot Valley Elementary will build the capacity of all staff to improve academic achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all students.

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.

Apricot Valley had 15 probationary teachers in 2024/25 and xx probationary teachers in 2025/2026. According to the PJUSD staff retention data, we had 66% of teacher retention for our 2nd year teachers (2 of 3 teachers). We want to ensure our teachers, especially probationary teachers, are getting the support, professional development, and coaching they need in order to be successful. The SPSA includes metrics and strategies/activities to address the identified area of need.

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
Teacher Misassignment/ Vacancies: Number and Percent of Misassignment and Vacancies (Source: SARC, 2023/24- Section: Conditions of Learning: Teachers)	Mis Assignments: 0 Mis Assignments for English Learners: 0 Vacancies: 1	Mis Assignments: 0 Mis Assignments for English Learners: 0 Vacant Positions: 0
1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention (Source: PJUSD Staff Retention Data, 2024/25)	1st Year Teacher Retention: 100% 2nd Year Teacher Retention: 66%	1st Year Teacher Retention: 100% 2nd Year Teacher Retention: 100%
Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching (Source: PJUSD Professional Development & Coaching Calendar, 2024/25)	100%	100%

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
5.1	Professional Development for ELD teachers (ELPAC Essential: materials and trainings)	EL Students	7,019 Title I

			5800: Professional/Consulting Services And Operating Expenditures Professional consulting to provided training and materials
5.2	Professional Development (i.e. Data meetings, ELD trainings, conferences, trainings)	All	6,738 Title I 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal 720 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal 5,500 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries G501: Salary and benefits for subs 2,500 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries G501: Conferences, trainings, subs

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.

Apricot Valley Elementary completed 3 of the 3 strategies identified in the 2024/25 SPSA. These strategies included: Provide teachers with supplemental materials to support English Learners, 2 Parent Night (Math or ELA) supplies and materials, staff, and incentives, Reclassification of students and ELAC meetings (Assistant Principal). We were able to implement these strategies by hosting parent nights which included strategies for Math, ELA, Social Media, Aeries Parent Portal, and more. We also had multiple ELAC meetings with parent support on SEL, academic support, and other topics. Our Assistant Principal organized and led the ELAC meetings and worked with the teachers, parents, and students to get 23 EL's reclassified last school year.

Apricot Valley met 2 of the 2 metrics identified in the 2024/25 SPSA. 16.08% of English Learners met or exceeded standards on the ELA CAASPP test, which is an increase of 3% from the previous year. 69.39% of our RFEP (reclassified) students met or exceeded standards on the ELA CAASPP which is an increase of 7.39% from the previous year.

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

Title III funds will be allocated to schools by PJUSD. Teachers utilized their core Wonders ELD curriculum and integrated ELD strategies to support EL students (ELPAC Essential).

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.

There are no substantial changes made to the goal, annual outcomes, metrics, or strategies/activities.

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	\$207,000.00
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	\$124,000.00

Subtotal of additional federal funds included for this school: \$124,000.00

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: Local Control Funding Formula	\$83,000.00

Subtotal of state or local funds included for this school: \$83,000.00

Total of federal, state, and/or local funds for this school: \$207,000.00

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
Title I	124,000	0.00
LCFF: Local Control Funding Formula	83,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF: Local Control Funding Formula	83,000.00
Title I	124,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,438.00
2000-2999: Classified Personnel Salaries	65,737.00
4000-4999: Books And Supplies	67,306.00
5000-5999: Services And Other Operating Expenditures	22,500.00
5800: Professional/Consulting Services And Operating Expenditures	7,019.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF: Local Control Funding Formula	10,880.00
2000-2999: Classified Personnel Salaries	LCFF: Local Control Funding Formula	814.00
4000-4999: Books And Supplies	LCFF: Local Control Funding Formula	52,806.00
5000-5999: Services And Other Operating Expenditures	LCFF: Local Control Funding Formula	18,500.00
1000-1999: Certificated Personnel Salaries	Title I	33,558.00
2000-2999: Classified Personnel Salaries	Title I	64,923.00

4000-4999: Books And Supplies	Title I	14,500.00
5000-5999: Services And Other Operating Expenditures	Title I	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,019.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,170.00
Goal 2	77,853.00
Goal 3	26,000.00
Goal 4	7,500.00
Goal 5	22,477.00

School Site Council Membership

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

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

Name of Members	Role
Ramiro Flores	Principal
Anahi Martinez	Classroom Teacher
Joseph Wilcox	Classroom Teacher
Alam Munoz	Classroom Teacher
Adreana Vigil	Other School Staff
Cesilia Flores	Parent or Community Member
Lisete Frausto	Parent or Community Member
Shannon Souza	Parent or Community Member
Monica Michel	Parent or Community Member
Rachel Gonzalez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Leadership Team

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 April 27, 2026.

Attested:

	Principal, Ramiro Flores on 4/27/26
	SSC Chairperson, Cesilia Flores on 4/27/26