Academic Achievement and Instructional Improvement Report

2025–26 Assessment Results | Schools of Focus | 30–60–90 Day Implementation Plan

Prepared for Executive Cabinet | November 3, 2026

Purpose: Establish an evidence-based academic diagnosis, determine immediate instructional priorities, and align the district's curriculum-alignment cycle, coaching, principals' monitoring, and SPSA revision process to measurable student learning.

Executive decision summary

Recommendation: Lead with the verified 2026 academic findings, then present a focused instructional response. Preserve the current curriculum-alignment cycle rather than launch disconnected initiatives.

2026 districtwide CAASPP	ELA	Mathematics
Met or exceeded	30.61%	22.13%
Below met/exceeded	69.39%	77.87%
Students with scores	4,263	4,270

The districtwide rates are sums of CDE achievement Levels 3 and 4. Figures are subject to minor percentage rounding. [1–2]

2026 district, county and statewide results from the district comparison file:

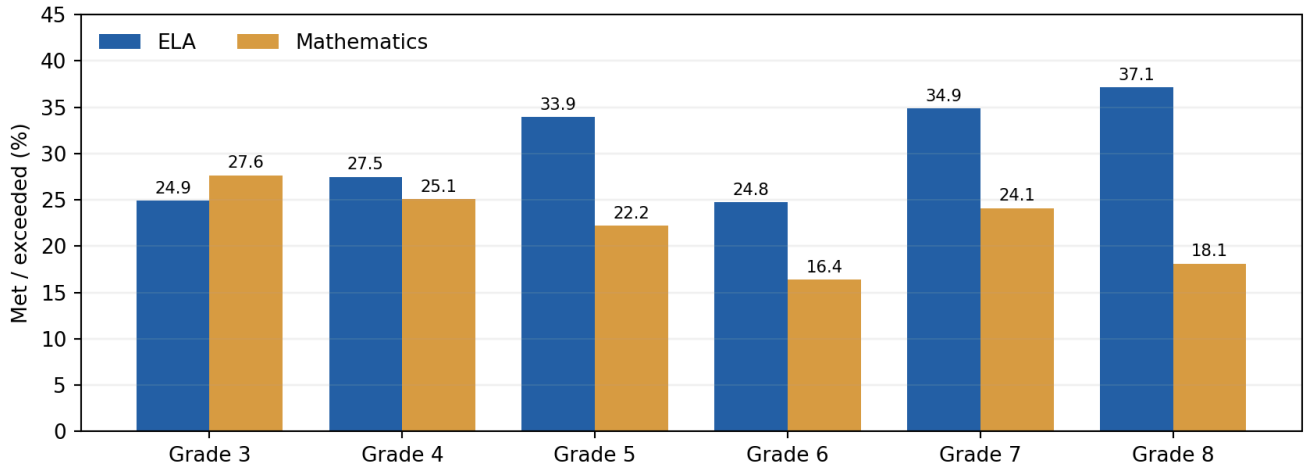
2026 % met/exceeded	ARUSD	Santa Clara County	California
ELA	30.61%	59.74%	49.27%
Mathematics	22.13%	54.01%	38.35%

Principal findings

- Most tested students are not meeting grade-level standards; mathematics is the more pronounced districtwide concern.
- Grade 6 is a priority in both subjects: 24.75% met/exceeded in ELA and 16.39% in mathematics.
- The 2026 ELA reporting areas point to writing as a districtwide weakness; 45.18% are below proficient in the writing area.
- Mathematical Practices (57.26% below proficient) and Concepts and Procedures (54.81% below proficient) warrant diagnostic review, particularly in grade 6.

1 | 2026 district academic findings

The uploaded CDE results cover Alum Rock Union Elementary, CDS 43-69369-0000000, grades 3–8, all students, 2025–26. Proficiency is Level 3 (Proficient) plus Level 4 (Advanced). [1–2]



Grade	ELA met/exceeded	Math met/exceeded	Interpretive priority
3	24.88%	27.65%	Early tested-grade ELA / foundational literacy transition
4	27.48%	25.07%	ELA and math below 30%
5	33.91%	22.22%	Mathematics conceptual progression
6	24.75%	16.39%	Highest immediate cross-subject concern
7	34.85%	24.08%	Math reasoning / interventions
8	37.14%	18.11%	Math dips despite stronger ELA

2 | ELA performance-area diagnosis

Area (all grades)	Below proficient	Immediate evidence to examine
Writing	45.18%	Extended responses; evidence; organization; teacher feedback
Reading	39.13%	Text comprehension, use of evidence, independent reading
Research / Inquiry	29.42%	Synthesis, information selection, presentation
Listening	25.22%	Academic discussion and comprehension of spoken information

Grade 6: 52.79% below proficient in Writing and 50.76% below proficient in Reading. The area results are broad reporting descriptors, not item-level diagnosis.

3 | Mathematics performance-area diagnosis

Area (all grades)	Below proficient	Instructional investigation
Mathematical Practices	57.26%	Choice of strategies, complex tasks, explanation of reasoning
Concepts and Procedures	54.81%	Conceptual models, procedural fluency connected to meaning
Problem Solving / Modeling	47.75%	Application in unfamiliar contexts, representation
Communicating Reasoning	40.16%	Written/oral explanation, argument and justification

Grade 6 is especially concerning: 65.23% below proficient in Concepts and Procedures; 64.58% below proficient in Mathematical Practices.

4 | Equity, accountability and context: required integration

Required lens	Report output	Interpretive safeguard
Student groups	2025 and 2026 ELA/math by EL, SWD, SED, Hispanic/Latino	Apply CDE privacy suppression and consistent denominators
Distance from proficiency / standard	District, school, subgroup; change from previous year	Do not compare unadjusted school averages across unlike student groups
ELPI	Current rate, annual change, LTEL patterns; school differences	ELPI eligibility differs from CAASPP EL subgroup

Required lens	Report output	Interpretive safeguard
Chronic absenteeism	2025–26 rates, annual change, grade/subgroup overlaps	Dashboard chronic absence differs from ADA
Attendance × academics	Two-axis school priority matrix	Correlation is not proof of causation

The district analysis file includes Dashboard distance, ELPI, chronic absenteeism, and student-group measures. At district level, ELPI for EL students is 42.2%; chronic absenteeism is 16.9% for EL, 19.8% for SED, and 24.2% for SWD.]

5 | K–2 Early Literacy Assessment and Intervention Plan

Foundational literacy development is a districtwide instructional priority. Strong early reading skills are essential to students' ability to access increasingly complex grade-level text and achieve proficiency in English Language Arts.

The 2026 CAASPP results indicate that only 24.88% of third-grade students met or exceeded ELA standards. Although these results do not directly measure K–2 reading performance, they reinforce the importance of examining foundational literacy instruction and identifying students who require additional support before entering the tested grades.

ARUSD will implement a consistent approach to early literacy assessment, targeted intervention, and progress monitoring across kindergarten through second grade.

Assessment and Progress Monitoring

DIBELS assessments will be administered to K–2 students in January 2027 and at the end of the 2026–27 school year, consistent with the district's instructional improvement plan.

Assessment results will be analyzed by school and grade level to identify strengths, priority literacy needs, and students requiring additional instructional support. Particular attention will be given to phonemic awareness, phonics, decoding, word recognition, and reading fluency, using the measures appropriate to each grade level.

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Accountability and Measures of Progress

Academic Services and site administrators will monitor:

- Percentage of K–2 students at or above benchmark, below benchmark, and well below benchmark.
- Percentage of identified students receiving documented targeted interventions.
- Student progress toward individualized foundational literacy goals.
- Consistency of intervention implementation and progress monitoring.
- Evidence of instructional adjustments based on student performance.

Because DIBELS results are not yet available, January 2027 will establish the district's midyear benchmark baseline for this reporting cycle. The end-of-year assessment will provide an additional opportunity to evaluate progress.

Responsible Staff: Academic Services, site principals, K–2 teachers, instructional coaches, and intervention personnel.

Expected Outcome: By the end of the 90-day improvement cycle, all schools serving K–2 students will have reviewed available early literacy assessment data, identified students requiring additional intervention, established documented instructional supports, and implemented a process for monitoring student progress. Subsequent assessment cycles will evaluate whether these supports are improving foundational literacy outcomes.

6 | Comparable districts: same-year proficiency and peer study

The selected comparison districts are Perris Elementary, South Bay Union, and Franklin-McKinley. The supplied workbook indicates all three are broadly relevant demographic comparisons. However, Perris is not higher-performing than ARUSD in math, so it is a comparison peer—not an exemplar on both outcomes. Percentages below are from the district analysis workbook, flagged preliminary. [4]

District	2026 ELA proficient	2026 math proficient	EL % / SED %
ARUSD	30.61%	22.13%	40.69% / 76.22%
Perris Elementary	31.86%	19.62%	37.05% / 76.33%
South Bay Union	37.65%	25.19%	42.84% / 64.26%
Franklin-McKinley	35.68%	29.71%	38.80% / 81.36%

Compared with ARUSD, Franklin-McKinley exceeds ELA proficiency by 5.07 percentage points and mathematics by 7.58; South Bay exceeds ELA by 7.04 and mathematics by 3.06; Perris exceeds ELA by 1.25 but trails mathematics by 2.51.

- For all three, document core materials, math task structure, ELD integration, coaching model, intervention schedule, data cycles, and principals' instructional leadership through LCAPs, SPSAs, adoption records and interviews.
- Use Franklin-McKinley and South Bay as stronger-outcome practice-study candidates. Investigate Perris for comparable conditions and possible ELA-specific practices; do not call it higher-performing across both subjects.

7 | Schools of focus: differentiated support plan

The following are recommended focus tiers based on 2026 school Dashboard distance measures and chronic absenteeism in the district analysis file, cross-checked conceptually against the executive brief's subgroup concerns. A negative distance represents achievement below standard. The tiers are for support allocation, not school labels or formal state identification. [3–4]

Proposed support tier / school	2026 ELA distance	2026 math distance	Chronic absence
Priority 1: Ryan	-88.9	-105.8	23.9%
Priority 1: San Antonio	-84.3	-84.5	22.9%
Priority 1: Ocala	-52.1	-110.4	20.9%
Priority 1: RAM (Renaissance at Mathson)	-74.5	-115.2	20.3%
Priority 2: Hubbard	-71.2	-84.7	26.0%
Priority 2: Lyndale	-81.4	-92.5	20.4%
Priority 2: Sheppard	-53.7	-99.3	17.3%

School(s) of focus	First instructional response	Additional support / accountability
Ryan; San Antonio	Cross-subject grade-level task analysis; explicit modeling; weekly student-work calibration	Principal + Academic Services review of ELA/math and attendance every 2 weeks
Ocala; RAM	Intensive mathematics instructional study in focal grades; co-plan conceptual models and error analysis	Math coach demonstration; EL/SWD access audit
Hubbard; Lyndale	Blend academic response with attendance outreach and recovery of missed learning	Attendance team + principal review biweekly; prioritize students with repeated instructional loss
Sheppard; RAM	Implement and document existing EL model lessons with structured discourse and writing	EL team and coach examine language production and content learning samples

Districtwide support continues for every school, including those not in the accelerated tiers. Final school selection should incorporate tested student counts, subgroup patterns, two-year change, grade structure, instructional and attendance trend, and principal review.

Implementation window: November 3–December 1, 2026. This is an accelerated operational cycle. The plan builds on the existing curriculum-alignment, DRS, Guided Planning, coaching, and leadership reflection structure.

Priority	Required teacher practice	Student learning evidence
1. Mathematics	Standards-aligned tasks; models; guided small groups	Reassessment of targeted math standards and student explanations
2. Language and writing	Content-embedded EL discourse; modeled evidence-based written responses	Writing samples scored with common success criteria
3. Formative assessment	Daily checks; sort student work; reteach and reassess within the cycle	Movement in 4-level cycle bands; standards mastery by group

8 Phased outcomes and checkpoints

Phase / checkpoint	Required output	Evidence of student impact
First 30 days: Nov 3–Dec 1	Needs assessments, SPSA instructional crosswalk, priority standards, common baseline, coaching demonstrations, first reassessment	Comparable student work and short-cycle mastery; baseline by grade and group
Days 31–60: Dec–early Jan	Review fidelity, intensify or change small-group support, second common-assessment cycle, first peer-practice feasibility review	Share of focus students improving and moving intervention bands; subgroup breakdown
Days 61–90: Jan–early Feb	Evaluate 2–3 cycles, identify effective routines, revise SPSA implementation, set next-quarter scope	Pre/post learning trends; sustained implementation; attendance access trends

Leadership checkpoints: November 12 principal plans; November 18 DRS; November 30 SPSA revision submission; December 1 first Cabinet check; January 5 second Cabinet check; February 1 third Cabinet check. Dates after December 1 are proposed and subject to the district calendar. The 30-day phase is aligned to the current executive brief; 60/90-day phases extend the work rather than claim to reproduce an adopted plan.

Implementation sequence and decision points

Date	Action	Owner / artifact
Nov 3–6	Reconcile CAASPP and district dashboard; Cabinet findings summary	Assessment team
Nov 9–11	Issue school profiles and prepare standard improvement-plan template	Student Support Services; one page per school
Nov 12	Principal needs assessment and SPSA review	Principals; 1–2-page academic plan
Nov 18	Cycle 2 DRS + EL discourse; agree classroom changes	Teacher teams / coaches; common agreements
Nov 30	Site SPSA revisions submitted for applicable review/approval	Site leaders / SSC; evidence and revision log
Dec 1	Mega Reflection: implementation and student-learning checkpoint	District leadership; 30-day scorecard

Minimum-day professional learning model

Use 30–40-minute just-in-time modules integrated with the DRS/Guided Planning rhythm; reduce substitute-covered release time without reducing direct support.

Each minimum day pairs a 30-40 minute just-in-time module with that day's DRS or Guided Planning session. Guided Planning for Cycle 3 ran as a two-week window (October 19-30), so future windows should be checked for substitute-covered release time. No DRS or Guided Planning sessions are scheduled for June.

Principal leadership and accountability

Method	Frequency	Purpose
Instructional Walkthroughs	Weekly	Principals use data from walkthrough tool to evaluate areas of need schoolwide.
Site leaders with Instructional Services Team (**APCs/Principal PD)**	BiWeekly	Site and district administrators meet to calibrate. Strengthen their technical precision of instructional leadership and commit to an equity action that best impacts student outcomes.
PLC reviews (DRS)	Every 6-8 weeks	Principals lead data analysis by grade levels, develop integrated plan for next cycle
Schoolwide achievement reviews (META)	Every 6-8 weeks	Principals lead cycle data analysis at the site level to create action steps for accelerating student growth across the school,
School improvement evaluations (MEGA)	Quarterly	District leadership team with Orenda team support to create action steps for accelerating student growth across the district,

9| Measurement and accountability scorecard

Measure	Baseline	30-day threshold	Evidence / cadence
Common assessment performance on focus standard	To establish Nov 12	Student improvement target set after baseline	Pre/post comparable task, every 2–4 weeks
Priority students with documented intervention	To establish	100% of identified priority students	Tiered support roster, weekly
Schools reviewing student work	To establish	100% weekly	DRS / PLC artifacts
Observed lessons with checks for understanding	To establish	90%	Short learning walks weekly
Observed lessons with standards-aligned intentions	To establish	90%	Short learning walks weekly
Site academic plans aligned to findings	Pending Nov 12	100% submitted by agreed deadline	One-page school plan / SPSA crosswalk

10 | School needs assessment: required one-page output

- Academic pattern: grade, subject, subgroup, 2026 level, 2025–26 change and applicable DFP/DFS.
- Priority standard and local corroborating evidence: cycle assessments, student work and intervention access.
- Root-cause hypothesis and evidence needed to test it; include attendance/access where material.
- One specific instructional change teachers will implement, and what coaches/principals will do to support it.
- Baseline and near-term student-learning measure, student group disaggregation, check date and decision rule.
- SPSA/LCAP action and funding alignment; implementation lead and any SSC/Board approval required.

Sources

[1] CDE, 2025–26 Smarter Balanced Detailed Test Results, Alum Rock Union Elementary, English Language Arts/Literacy, uploaded November 3, 2026 (pp. 3–6).

[2] CDE, 2025–26 Smarter Balanced Detailed Test Results, Alum Rock Union Elementary, Mathematics, uploaded November 3, 2026 (pp. 2–5).

[4] ARUSD district achievement comparison and Dashboard analysis file, 2025–2026, supplied November 3, 2026. Tabs include District Summary, Peer Demographics and district dashboard Fact Data. Many source rows state: Preliminary — verify before publication.

Appendix A | Instructional Commitments

A1. Instructional implementation workstreams

Original commitment	Required implementation / evidence	Owner / decision
K–2 literacy assessment and intervention	Administer DIBELS to grades K–2 at midyear (January) and end of year; teachers create intervention plans and record supports delivered. Compare outcomes with interventions.	K–2 teachers; district literacy lead to confirm
Full-day kindergarten planning	Convene kindergarten teachers during spring 2027 to plan next year's full-day kindergarten program, using minimum days or existing collaboration.	Owner and calendar to confirm
Grade-specific instructional coaching	Add coaching for grade 2 and grade 3 teachers alongside existing middle-school ELA and mathematics coaching; focus all coaches on data-informed small-group instruction.	Instructional coaches / Academic Services
English learner model lessons	Launch model lessons at Sheppard and Renaissance at Mathson. Record lesson goals, teacher observation, co-planning, language production, student learning, and transfer to other schools.	District EL team; dates and coverage to confirm
SWD access and support	Implement intervention curriculum training and instructional walkthrough tools; plan structured intervention and access to general education core instruction consistent with each student's IEP and placement requirements.	Principals, Special Education and Academic Services
Daily schedules and intervention time	Work with sites to identify structured intervention time without routinely removing students from core grade-level instruction; review schedules for EL and SWD access.	Principals, instructional leaders
Administrator development	Preserve Admin Coaching, Administrator Power Clinics, and calibrated Learning Walks connected to grade/team common agreements; maintain coaching/evaluation distinction.	District instructional leadership

A2. Cycle assessment, student-group and reflection protocols

Cycle assessments should reflect CAASPP cognitive demand. Guided Planning occurs before each cycle; Data Reflection Sessions (DRS) convert results into common instructional agreements. Each teacher follows 3–5 focus students while monitoring outcomes districtwide, schoolwide, by grade, and for English Learners and students with disabilities.

Cycle band	Number of 5 standards passed
Challenge	4–5
Benchmark	3
Strategic	2
Intensive	0–1

Responsibility chain: teacher teams establish common agreements in DRS; site leaders analyze implementation and learning in Meta Reflection; district leadership compares all 13 schools in Mega Reflection. Student-learning evidence must be evaluated separately from PD attendance, lesson observations and other implementation measures.

Appendix B | Calendar, Metrics and Leadership Decisions

B1. Professional learning calendar

Date	Original event	Status / action
Nov 18, 2026	Cycle 2 DRS + EL discourse strategy	Listed minimum day
Dec 16, 2026	Professional development	Listed minimum day
Jan 20, 2027	DRS + small-group instruction	Listed minimum day
Feb 24, 2027	Guided Planning + EL/SWD scaffolding	Listed minimum day
Mar 10, 2027	DRS + embedded strategy	Listed minimum day
Apr 28, 2027	DRS + embedded strategy	Listed minimum day
May 26,2027	Year End Evaluation +Next Cycle Pacing	Listed minimum day

Monthly modules should last approximately 30–40 minutes and be paired with DRS or Guided Planning.

B2. Leadership checkpoints

Date / window	Original checkpoint
Oct 16	Site leaders reviewed new CAASPP data
Nov 4	Administrator Power Clinic 3
Nov 9	Instructional Leadership Team learning walks
Nov 1–30	School needs assessments
Week of Nov 16	Meta Reflection 2
Nov 18	Cycle 2 DRS + EL strategy
Nov 30	SPSA adjustments due for applicable review/approvals
Dec 1	Districtwide Mega Reflection

B3. ImplementationTargets

Measure	Performance target
Principals participating in instructional professional learning	100%
Schools completing weekly student-work reviews	100%
Observed lessons with standards-aligned learning intentions	90%
Observed lessons with checks for understanding	90%
Identified priority students assigned targeted supports	100%

Track substitute-covered release days used for PD and planning, aiming to reduce them as learning moves to minimum days. Continue separate student-learning measures: performance on common standards, movement across cycle bands, focus-student progress, and intervention response. Do not present implementation percentages as achievement growth.