Almond Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Almond Elementary School
Street	550 Almond Ave.
City, State, Zip	Los Altos, CA 94022
Phone Number	(650) 917-5400
Principal	Raquel Matteroli
Email Address	rmatteroli@lasdschools.org
School Website	https://www.almondschool.org/
Grade Span	K-6
County-District-School (CDS) Code	43695186047377

2024-25 District Contact Information

District Name	Los Altos Elementary School District
Phone Number	(650) 947-1150
Superintendent	Sandra McGonagle
Email Address	smcgonagle@lasdschools.org
District Website	http://www.lasdschools.org/

2024-25 School Description and Mission Statement

At Almond School, we strive to create a supportive school climate in which every child's talents and interests are nurtured. We envision our school as a learning center where each student continually develops the knowledge, skills, and dispositions they need to thrive in our ever-changing world. Our school Mission and Vision statements, designed with the help of the entire Almond community including staff, parents and students, communicate our unwavering belief in the idea that ALL children can and deserve to learn and it is our charge to help every one:

Mission Statement

2024-25 School Description and Mission Statement

At Almond Elementary School, we empower our students to own their learning in a collaborative community.

Vision Statement
At Almond Elementary School, we foster engaged learners who are able to:
Explore interests, pursue passions, and develop their voice.
Build confidence & character through a growth mindset
Work together to solve problems, communicate effectively, & think creatively
Celebrate successes!!!

Almond school prides itself in working in close partnership with our parent community, PTA, and Los Altos Education Foundation. Thanks to the generous support of our parent community, students have opportunities to experience the arts in many ways including through music, art and STEM. Like the other 8 schools in LASD, Almond is a neighborhood school and we enjoy many community-building events and programs that take place during the school year including:

PTA Community: New Family Orientation, Ice Cream Social, Walkathon and Silent auction, Family Science Night, Spring Auction
STEM: STEM Expo, Robotics, Coding K-6 using Beebots, Scratch, Makey Makey
Performing and Visual Arts: Musical each year, Starting Arts program, Art Docents, District Music Program (instruments 4-6 grade)
District-wide: Junior Olympics, Living Classroom, Art Docents
Empowering Students: Character Strong Social Emotional Curriculum, Student Council, Ball Room Volunteers, Project Cornerstone, Cross-grade Buddy program, Eagle Flyers Run Club
Focus on Literacy - Reading and Writing Workshop, Integrated Studies, Literacy Instructional Support Teacher, English Learner Teacher, Literacy Intervention Teacher

Please feel free to request additional information about this SARC by calling the school office at (650) 917-5400. More information about Almond School is available on the school's website at www.almondschool.org

Best,
Raquel Matteroli
Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	47
Grade 2	45
Grade 3	42
Grade 4	48
Grade 5	59
Grade 6	56
Total Enrollment	365

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.2
Non-Binary	0.3
Asian	35.9
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	16.2
Two or More Races	15.1
White	30.1
English Learners	17.3
Socioeconomically Disadvantaged	12.6
Students with Disabilities	11.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.20	80.65	171.00	88.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	15.46	15.20	7.87	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.60	3.83	7.00	3.63	18854.30	6.86
Total Teaching Positions	16.40	100.00	193.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.90	88.21	167.30	88.42	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.06	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	10.39	16.30	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.90	0.49	11953.10	4.28
Unknown/Incomplete/NA	0.20	1.40	2.60	1.41	15831.90	5.67
Total Teaching Positions	19.20	100.00	189.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	92.72	162.90	88.61	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.09	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	6.60	9.50	5.17	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.62	1.60	0.91	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	7.70	4.23	14303.80	5.15
Total Teaching Positions	17.70	100.00	183.80	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.50	2.00	1.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.50	2.00	1.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.1
Total Out-of-Field Teachers	0.00	0.00	0.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.00	44.4	6.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

LASD has adopted The Units of Study in Reading and Writing for K-8. K-5 students use the San Francisco Unified School District Math curriculum. 6th - 8th grade students use Math in Focus/Singapore Math curriculum. Both textbooks and instructional materials are from the state-approved list. We are in a year of transition, moving from state science standards to the next generation science standards (NGSS). New state-approved materials have not yet been adopted. Our current materials, FOSS, in K-5 are adopted from the older state science standards textbook adoption list. 6th - 8th graders have access to state standard aligned textbooks, but are working in teacher-designed NGSS units of instruction. K-5 students use Scott Foresman History textbooks and 6th graders use History Alive textbooks. All textbooks are aligned to the state standards.

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 - LASD adopted The Units of Study in Reading and Writing for K-8. These materials are not from the state-approved list, but went through an extensive vetting process in LASD by a selection committee composed of teachers and administrators. All recommended materials were available for parent examination at the district office prior to adoption. The vetting process included common core standards-alignment and ELA/ELD framework alignment. We believe that these instructional materials can best meet the needs of students in LASD.	Yes	0
Mathematics	2021 K-5 students use the San Francisco Unified School District Math Curriculum. 6th - 8th grade students use Math in Focus/Singapore Math curriculum.	Yes	0
Science	2008 - We are in a year of transition, moving from state science standards to the next generation science standards (NGSS). State-approved materials are not yet available to school districts. Our current materials, FOSS, in K-5 are adopted from the older state science standards textbook adoption list. 6th - 8th graders have access to state standard aligned textbooks, but are working in teacher-designed NGSS units of instruction.	Yes	0
History-Social Science	2008 - K-5 students use Scott Foresman History textbooks and 6th graders use History Alive textbooks. All textbooks are aligned to the state standards.	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

A safe campus and learning environment are of paramount importance to the school staff and community. All of our school facilities are in good repair, including our classrooms, multi-purpose building, library, specialty rooms, and office. Maintenance and Repair: LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Cleaning Process and Schedule: The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report	March 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	77	81	84	85	46	47
Mathematics (grades 3-8 and 11)	81	83	84	85	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	205	194	94.63	5.37	80.83
Female	113	109	96.46	3.54	84.40
Male	92	85	92.39	7.61	76.19
American Indian or Alaska Native	0	0	0	0	0
Asian	71	66	92.96	7.04	84.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	33	89.19	10.81	46.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	35	100.00	0.00	91.43
White	58	56	96.55	3.45	87.50
English Learners	32	27	84.38	15.62	25.93
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	31.25

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	205	199	97.07	2.93	83.42
Female	113	111	98.23	1.77	86.49
Male	92	88	95.65	4.35	79.55
American Indian or Alaska Native	0	0	0	0	0
Asian	71	70	98.59	1.41	92.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	33	89.19	10.81	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	35	100.00	0.00	94.29
White	58	57	98.28	1.72	87.72
English Learners	32	31	96.88	3.12	51.61
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	37.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	78.57	62.50	79.79	76.24	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	56	93.33	6.67	62.50
Female	35	35	100.00	0.00	68.57
Male	25	21	84.00	16.00	52.38
American Indian or Alaska Native	0	0	0	0	0
Asian	20	19	95.00	5.00	78.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	13	86.67	13.33	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	78.57
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.33	98.33	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

A hallmark of a successful relationship is communication. It is a focus of the Los Altos School District to strengthen the connection between home and school through effective and efficient communication. Almond will be supporting this two-way dialogue in the following ways:

Thursday Word Email: This is a collaborative effort between the school and the PTA. There will always be a list of events, a succinct message from the school, as well as a variety of reminders of PTA happenings or school information. The school messages are archived on our Almond School Website

Friday Homeroom Teacher Email Blasts: Every teacher sends a brief email to parents on Fridays to share highlights from the prior week and/or "don't forgets" for the week to follow.

An active Parent Teacher Association (PTA) supports Almond School through a wide range of classroom, school-wide, and fundraising activities. The PTA's annual sponsorship of activities and programs include: Ice Cream Social, Walk-A-Thon, STEM Expo, Family Science Night, Project Cornerstone, Spring Auction, Staff Appreciation, Walk or Wheel to School, Field Day, Annual School Musical.

School Site Council (SSC) and English Learner Advisory Committees: Every school in the State of CA is required to convene these two groups. The intent is to involve both school staff and the parent community in carrying forward the Single Plan for Student Achievement and providing information to and receiving input from all parent groups, including those parents whose children are learning English.

We look forward to parents joining us who are ready to roll up their sleeves in support of accomplishing our goals.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	388	381	28	7.3
Female	204	199	15	7.5
Male	184	182	13	7.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	146	142	6	4.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	60	12	20.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	59	2	3.4
White	116	114	7	6.1
English Learners	71	70	4	5.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	53	51	8	15.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	44	8	18.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.27	0.52	1.55	0.77	0.6	0.66	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.55	0.00
Female	0.98	0.00
Male	2.17	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.69	0.00
White	1.72	0.00
English Learners	4.23	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.44	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our school is equipped with a comprehensive safety plan that includes procedures in case of fire, earthquake, or lockdown. Our school safety plan was annually reviewed, updated and discussed in February 2022. The school safety plan is reviewed and updated each year by the administration and parent representatives. Classrooms are equipped with emergency buckets

2024-25 School Safety Plan

that contain safety and first aid supplies. An Emergency Storage shed is on-site and is equipped with first aid, food, and water, and search and rescue supplies. Fire drills are conducted frequently throughout the school year. The school, in coordination with the district and local agencies, participates in a comprehensive earthquake drill each year- usually in October. Staff is annually trained on procedures for fire and earthquake emergencies. Staff is also given updated training on procedures to use in case of a lockdown situation where danger may be on or near campus. The comprehensive safety plan includes procedures for student check-out in case of emergency. The safety plan for our school is available in the office for public viewing.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	24		2	
2	15	3		
3	18	3		
4	19	3		
5	24	2	2	
6	26		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2		
1	25		2	
2	23		2	
3	21		2	
4	28		2	
5	19	2	1	
6	25		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		2	
1	23		2	
2	22		2	
3	21		2	
4	24		2	
5	30		2	
6	27		2	
Other	8	2		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,169.81	$1,927.05	$10,242.76	$146,626.87
District	N/A	N/A	$10,556.73	$105,330
Percent Difference - School Site and District	N/A	N/A	-3.0	32.8
State	N/A	N/A	$10,770.62	$94,129
Percent Difference - School Site and State	N/A	N/A	-5.0	43.6

Fiscal Year 2023-24 Types of Services Funded

Almond School staff support students in a variety of ways. In our Transitional Kindergarten and Kindergarten classes, aides support the students for the majority of the day or the full day (TK). In first and second grade there are literacy support assistants for each of the classes four days a week.

Almond School has a variety of special education programs, which include Occupational Therapy, Speech and Language services, Specialized Academic Instruction in a separate class, as well as through small group support.

To support our students learning English as a second language, we have a fully credentialed and full-time English Language Learner teacher who works with small groups of students every day. We also have a classified English Learner aide who works with small groups of students every day.

This year we have a full-time intervention teacher who provides Tier 3 support to small groups of students in grades 1-6 in the area of Literacy (reading and phonics) and foundational math. We also have a classified Intervention aide who works with small groups of students every day in grades 1-6 in the area of Literacy (reading and phonics) and foundational math.

We are fortunate to have a full-time psychologist to support one-to-one counseling, social groups and support teachers with strategies for behavior modifications and classroom management.

In addition, our teachers can collaborate with several district-based Literacy Instructional Support Teachers and STEM Instructional Support Teachers who support teachers with resources, coaching, and professional development.

We also have two interns from the Adolescent Counseling Services (ACS) that provide school-based counseling.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$67,592	$57,839
Mid-Range Teacher Salary	$99,660	$90,040
Highest Teacher Salary	$124,635	$118,647
Average Principal Salary (Elementary)	$174,922	$144,639
Average Principal Salary (Middle)	$179,204	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$280,900	$229,986
Percent of Budget for Teacher Salaries	28.62	30.79
Percent of Budget for Administrative Salaries	6.15	5.71

Professional Development

To create focus areas of professional development for teachers and other school staff, district and site staff evaluate student achievement data to identify areas of need. We utilize a variety of methods to provide professional development to staff including: coaching and mentoring from Instructional Support Teachers, New Teacher Mentors, and teacher-principal meetings. Our Curriculum and Instruction department also creates in-house after school and/or full-day workshops for staff to attend. On site, we also design after school and/or staff meeting workshops for staff. At times, we also identify outside organizations through which we seek professional development in the form of conferences and workshops.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	