



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Aptitud Community Academy at Goss	43-69369-6046247	November 2, 2020	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

The school conducted a needs assessment with various stakeholders, starting with the evaluation of previous goals. Our school goals align with the Alum Rock Union School District. Being that we are a locally funded charter, our LCAP goals align with the goals of Alum Rock Union School District. In conducting our needs assessments the majority of our expenditures and actions follow suite with the Alum Rock Schools. Aptitud Academy at Goss is in compliance with supporting Title 1 students, English Language Learners, our students with unique needs, and other high needs groups.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents engage in a stakeholder surveys, small focus groups during parent coffees and town hall discussions with break out groups through out the year. A stakeholder survey went out in late February as well as small focus groups at a parent coffee. Results at this time showed that parents are overall pleased with the staff, they reported an overall sense of care and support for students. There was a need reported for more community events and parent trainings. When small groups were asked about parent trainings these areas emerged: 1)English language classes for parents 2) technology training 3) strategies for support students with learning. In the area of academic programming teachers and families alike showed interest in exploring academic interventions ie after school tutoring.

Teachers were also engaged in feedback both through surveys and small group discussion. Staff celebrated our student recognition pieces, and the sports program developed that are in place to support a positive environment. There was a need to increase staff and student knowledge of restorative practices to build community and communication practices on campus. For instruction, they valued access to technology to engage students and differentiate lessons. Teachers named an opportunity to go deeper in instructional practices through collaboration and implementation of strategies to support English Learners.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Visiting the classrooms at Aptitud shows that students are engaged in collaborative team work. Teachers use adopted curriculum materials and classroom technology to support instruction.

In the elementary classrooms ELs are supported through conversations using sentence frames and the Benchmark ELD texts. In middle school classrooms, approximately half of the classes utilize anchor charts and visual representation for students.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Aptitud Community Academy at Goss depends on state and local assessments to identify where instruction needs to be modified in order to maximize student achievement. In the beginning of the year teachers are supplied with the ELPAC data and local assessment data in Reading and Math to support them in preparing for the current roster of students. In addition, we use the FastBridge local assessments to measure progress in Reading and Math. This assessment will be given 3 times a year and guide the data analysis conversations. After each assessment cycle (beginning, middle and end) teachers are given the opportunity to analyze data whole school and pull implications to the instruction that is happening in the classrooms. This year we would like to include the opportunity to collaborate in grade level teams around this data and instructional implications. Teams will hold grade level team meetings to digest the data and implications while planning instruction targeted to improve student achievement.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Aptitud Community Academy at Goss has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers through Illuminate data systems. This allows teachers to access their students' performance data so that they can compare it to school-wide, district, and state data to ascertain student performance and guide their efforts to provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. Illuminate also allows administrators to assess the effectiveness of curriculum and support intervention programs.

Some of the ongoing state and local assessments used at Aptitud to modify instruction and improve student achievement are the following:

- CAASPP California Assessment of Student Performance and Progress, CAST: The California Science Test
- Kindergarten - 5th Grade - Benchmark Level Screener Assessments
- Benchmark Unit Assessments
- Envision Unit Assessments
- English Language Proficiency Assessment for California (ELPAC)
- i-Ready for ELA and Math (2019-2020)/ FastBridge (2020-2021)
- Study Sync ELA and College Preparatory Math (CPM) for 6th, 7th, and 8th Grade

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Aptitud Community Academy at Goss meet the requirements for highly qualified staff.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Aptitud teachers are credentialed in the content areas in which they teach. All Aptitud students are taught by credentialed teachers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- Staff development is provided in the use of standards-aligned materials and research-based practices.
- Eight Aptitud teachers have been taught in Guided Language Acquisition Design, a set of strategies implemented in conjunction with the state adopted social studies and English Language Development programs.

The strategies are designed to build vocabulary and background knowledge for English Learner students.

- Nine Aptitud teachers have participated in the five-day Constructing Meaning training. This is a training aimed at supporting English learners with strategies that will support instruction and faster English language acquisition.
- Occasional teacher-led Thursday afternoon professional development series includes topics such as:

1. Illuminate, Benchmark, Technology integration
2. Explicit Direct Instruction math lessons using whiteboards for guided practice.
3. PBIS
4. The technology component of the science curriculum
5. Cooperative Learning strategies for improving English Language Development
6. Constructing Meaning
7. i-Ready
8. Envision Math
9. Guided Reading

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A peer collaboration model will give teachers a forum to coach one another in best practices and to observe one another in classrooms. The principal and the assistant principal will support teaching staff with professional development opportunities once or twice a month. The administrators visits classrooms and give specific feedback to teachers on techniques and strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Aptitud, all our efforts to improve instruction are dependent on the collaboration of grade-level teams. Teams meet weekly. We also have monthly grade-level meetings during which the Literacy Coach, the Principal or the Assistant Principal facilitates an analysis of current data, a review of the action plan, and the development of a new plan based on the new data. The efficacy of the grade-level teams varies at different grades and conscious efforts are made by the administration and the support staff to improve the collaborative culture at all levels. We believe that our most powerful tool for school improvement is effective collaboration and we are committed to developing a professional learning community that is constantly improving instruction and achieving constantly improved results.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Aptitud Community Academy at Goss has aligned curriculum instruction and materials to content and performance standards through the following practices:

- All textbooks and supplemental materials align with the standards.
- Program evaluations stress student mastery of standards-based content.
- All professional development offerings to staff are closely tied to content standard instruction.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The instructional program at Aptitud adheres closely to the recommended instructional minutes for reading/language arts and mathematics (K-8).

- Kindergarten has a minimum of 90 minutes of English/Language Arts (ELA) and 45 minutes of Math.
- Grades 1-3 have a minimum of 2.5 hours of ELA standards-based instruction plus 75 minutes of Math.
- Grades 4-8 have a minimum of 2 hours of ELA standards-based instruction plus 75 minutes of Math.

Due to school closures these minutes have been adjusted:

Kindergarten has a minimum of 180 minutes, 60 being live

Grades 1-3 have a minimum of 230 minutes, 80 being live

Grades 4-8 have a minimum of 240 minutes, 85 being live

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

At Aptitud intervention takes many forms. In elementary classrooms, teachers implement the workshop model as part of their language arts block. During the workshop time students are pulled in small groups for intervention opportunities according to their needs. Reading Partners supports up to 40 students with 1:1 reading tutoring. Fifty-five to 70 target students in all grades receive intensive one on one tutoring with City Year Corps members during the school day 3-5 days a week. For grades 6-8 all students have access to GradeSlam, which is an online platform students log into for tutoring support. We also have a small group of 10 students working with Tutorworks during afterschool intervention. Tier 2 students are also invited to work with teachers in the spring for teacher ran interventions.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Aptitud Community Academy at Goss has ensured the availability of standards-based instructional materials for all students through the following practices:

- The school provides state-adopted texts or instructional materials in ELA, math, science, and history/social science for every student.
- An effective system replaces worn out or lost materials quickly so that no student or teacher is without necessary materials.
- Teachers regularly examine student work samples at grade level/staff meetings to ensure that students are mastering grade level standards.
- Teacher lesson plans make explicit reference to lesson objectives.
- Teachers post on the board and present to students their lesson objectives on a daily basis.

#### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

• Benchmark Advance Language Arts and Envision Math, are the core curricular materials used at Aptitud K-5 and Study Sync and College Preparatory Math in sixth to eight grade. Every student has access to these curriculums on a daily basis. Teachers have been trained in these programs and receive support from the district in order to implement these programs in a way that best serves the students. Most curricular material that is used at Aptitud is pulled from the same programs. Any supplemental material that is used is carefully chosen to meet state grade-level standards.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Aptitud Community Academy at Goss provides the following regular program services to enable under-performing students meet standards:

- Staff development is provided in differentiated instructional practices in the areas of ELA and math.
- The administrative team supports classroom teachers in best practices and teaching strategies to meet the needs of under-performing students. Efforts are made to utilize all components of the adopted curriculum.
- The workshop model is used in the elementary classrooms to allow time for teachers to work with small groups of learners on specific areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using tools such as leveling matrixes
- Teachers meet regularly with the principal to discuss the varied needs of students in each class. Strategies are discussed on how to best meet the needs of students with different needs.
- Students in most grades are targeted for participation in before and after school intervention classes taught by classroom teachers. Classes vary in length from 30-60 minutes and target specific areas of weakness for small groups of students.

Evidence-based educational practices to raise student achievement

Start here

Aptitud Community Academy at Goss depends on a variety of research-based educational practices to raise student achievement. Ongoing, structured, grade-level collaboration which focuses on relevant and current data provides the foundation of our ongoing school improvement efforts. Teachers have received many hours of professional development on the most current best-practices in reading instruction through the SB472 institutes. In addition most of the Aptitud staff has received over ten hours on the Explicit Direct Instruction model of objective-based lesson delivery. Teachers have been introduced to a variety of researched strategies for vocabulary development including thirteen of eighteen teachers have attended 30 hours of Guided Language Acquisition Design (GLAD). GLAD and a combination of Lucy Calkins and Step Up to Writing strategies depend on a solid understanding of second language acquisition and explicit instruction models. Teachers have also participated in Constructing Meaning professional development which emphasizes strategies to support English learners focusing on designated and integrated ELD.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Aptitud Community Academy at Goss provides the following family, school, district, and community resources to assist students:

- A Student Study Team (SST) responds to the concerns of classroom teachers and parents as regards to the academic and behavioral needs of students; and develops and monitors action plans to support learning.
- Parent trainings are provided by staff, district, and community organizations to better help parents support their child's academic progress.
- Parents are given parent friendly versions of their children's grade-level content standards expectations each year.
- Teachers provide workshops for parents on building literacy skills at home.
- Teachers meet with parents of students who are at risk of not meeting grade level standards at share strategies for supporting their learning at home.
- Meetings are held for the parents of incoming kindergarten students to inform them of the expectations for kinder students and families at Goss. Families are given materials and taught strategies to support their children.
- Monthly Principal's Coffee gatherings are educational opportunities attended by 20-50 parents. The principal uses these opportunities to teach parents about their rights and responsibilities as public school parents. She discusses grade-level standards, the accountability system and of course, how the parents can be active participants in their children's education.
- A community liaison is available every day to help parents find resources, learn the educational system, and translate with teachers.



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Advisory Board, School Site Council, the English Learner Advisory Council, and the leadership team are involved in all major decisions at Aptitud in regards to budgets and programs.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Aptitud Community Academy at Goss provides the following categorical funded services to enable under-performing students meet standards:

- The after school intervention program provides tutoring, academic support, and enrichment opportunities for students.
- Before/after school intervention classes are offered to at-risk students scoring below proficient levels in ELA.
- Homework Centers focus on the needs of at-risk students.
- Bridge to Kindergarten for incoming kindergarten students that did not attend preschool.
- EPIC is a reading program that is used to motivate students and to promote reading fluency and comprehension for all students.
- Grade Level Collaboration, monthly grade-level meetings allow teachers to be released from classroom duties to analyze teaching and learning in their classrooms and to develop action plans for continuous improvement.
- The Principal, the Assistant Principal and classroom teachers analyze student data to monitor progress of ELs on their annual progress goal (based on length of time in the district's ELD program).
- The Reading Partners tutoring program and the City Year Program provide ongoing intensive tutoring one on one to students.

### Fiscal support (EPC)

We received allocations from Title I, Supplemental/Concentration and General Fund.

## **Stakeholder Involvement**

How, when, and with whom did the 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**

The Principal and the Assistant Principal meet with the School Site Council (SSC), parent groups and the school leadership team to review and update the SPSA report several times a year. Community stakeholders and staff are also sent surveys to increase response and allow for anonymous feedback.

## **Resource Inequities**

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

As we met as a stakeholder team, administration shared data around academic progress in all areas and disaggregated data to highlight the progress of our significant subgroups. Due to COVID19 school closures, it was found that students are struggling across all subject areas. Of particular notice was the progress of our ELs. It was identified that to fully support our ELs we would need to align resources to that subgroup. In this year's SPSA we allocated resources to support ELAC meetings to inform parents, PD funds to equip teachers with additional strategies to address the needs of English Learners.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.23%	0.48%	0.49%	1	2	2
African American	0.90%	1.2%	1.47%	4	5	6
Asian	7.00%	6.24%	6.37%	31	26	26
Filipino	2.03%	2.64%	3.43%	9	11	14
Hispanic/Latino	88.04%	87.29%	86.03%	390	364	351
Pacific Islander	0.68%	0.96%	1.23%	3	4	5
White	0.90%	0.96%	0.98%	4	4	4
Multiple/No Response	%	%	0%			0
Total Enrollment				443	417	408

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	50	54	54
Grade 1	51	42	47
Grade 2	54	45	45
Grade3	58	55	42
Grade 4	55	54	50
Grade 5	48	51	48
Grade 6	50	39	45
Grade 7	42	41	35
Grade 8	35	36	42
Total Enrollment	443	417	408

### Conclusions based on this data:

1. Enrollment has dropped in 1st, 3rd, 4th, 5th and 7th grade
2. Enrollment has increased in 6th and 8th grade.
3. Enrollment is steady in Kinder and 2nd



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	245	215	199	55.3%	51.6%	48.8%
Fluent English Proficient (FEP)	128	118	126	28.9%	28.3%	30.9%
Reclassified Fluent English Proficient (RFEP)	54	32	38	19.3%	13.1%	17.7%

### Conclusions based on this data:

1. The number of English Language Learners has decreased.
2. Over the past 3 years our Fluent English Proficient population has increased.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	55	55	55	55	55	55	55	55	100	100	100
Grade 4	55	56	53	54	55	53	54	55	53	98.2	98.2	100
Grade 5	59	49	51	59	49	50	59	49	50	100	100	98
Grade 6	46	49	42	46	48	41	46	48	41	100	98	97.6
Grade 7	36	42	43	36	42	41	35	42	41	100	100	95.3
Grade 8	39	35	35	39	35	34	39	35	34	100	100	97.1
All Grades	290	286	279	289	284	274	288	284	274	99.7	99.3	98.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2349.	2340.	2342.	1.82	1.82	1.82	5.45	14.55	5.45	32.73	16.36	25.45	60.00	67.27	67.27
Grade 4	2408.	2387.	2381.	3.70	3.64	3.77	16.67	14.55	11.32	31.48	21.82	15.09	48.15	60.00	69.81
Grade 5	2399.	2452.	2446.	1.69	6.12	8.00	8.47	18.37	20.00	16.95	34.69	26.00	72.88	40.82	46.00
Grade 6	2497.	2452.	2488.	10.87	2.08	4.88	13.04	20.83	26.83	47.83	25.00	39.02	28.26	52.08	29.27
Grade 7	2505.	2499.	2493.	2.86	4.76	7.32	31.43	16.67	21.95	28.57	40.48	21.95	37.14	38.10	48.78
Grade 8	2550.	2519.	2527.	12.82	2.86	11.76	33.33	25.71	20.59	28.21	42.86	35.29	25.64	28.57	32.35
All Grades	N/A	N/A	N/A	5.21	3.52	5.84	16.32	17.96	16.79	30.56	28.87	26.28	47.92	49.65	51.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.82	9.09	3.64	38.18	30.91	43.64	60.00	60.00	52.73
Grade 4	3.70	1.82	9.43	59.26	45.45	28.30	37.04	52.73	62.26
Grade 5	1.69	4.08	4.00	33.90	61.22	52.00	64.41	34.69	44.00
Grade 6	8.70	4.17	2.44	43.48	37.50	58.54	47.83	58.33	39.02
Grade 7	8.57	9.76	14.63	57.14	41.46	31.71	34.29	48.78	53.66
Grade 8	17.95	11.43	11.76	41.03	37.14	38.24	41.03	51.43	50.00
All Grades	6.25	6.36	7.30	44.79	42.40	41.97	48.96	51.24	50.73

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.64	0.00	0.00	30.91	27.78	34.55	65.45	72.22	65.45
Grade 4	0.00	3.64	1.89	61.11	40.00	33.96	38.89	56.36	64.15
Grade 5	5.08	6.12	16.00	35.59	65.31	36.00	59.32	28.57	48.00
Grade 6	15.22	6.25	14.63	43.48	37.50	60.98	41.30	56.25	24.39
Grade 7	14.29	14.63	9.76	48.57	48.78	56.10	37.14	36.59	34.15
Grade 8	30.77	5.71	14.71	46.15	65.71	50.00	23.08	28.57	35.29
All Grades	10.07	5.67	8.76	43.75	46.10	43.80	46.18	48.23	47.45

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.82	1.82	3.64	50.91	50.91	60.00	47.27	47.27	36.36
Grade 4	7.41	3.64	3.77	46.30	61.82	54.72	46.30	34.55	41.51
Grade 5	1.69	2.04	8.00	42.37	59.18	56.00	55.93	38.78	36.00
Grade 6	8.70	6.25	7.32	67.39	58.33	70.73	23.91	35.42	21.95
Grade 7	5.71	0.00	4.88	48.57	56.10	46.34	45.71	43.90	48.78
Grade 8	17.95	2.86	11.76	64.10	60.00	61.76	17.95	37.14	26.47
All Grades	6.60	2.83	6.20	52.43	57.60	58.03	40.97	39.58	35.77

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.64	7.27	1.82	47.27	38.18	38.18	49.09	54.55	60.00
Grade 4	14.81	7.27	5.66	46.30	50.91	33.96	38.89	41.82	60.38
Grade 5	3.39	18.37	12.00	28.81	40.82	36.00	67.80	40.82	52.00
Grade 6	21.74	8.33	9.76	56.52	50.00	56.10	21.74	41.67	34.15
Grade 7	20.00	9.76	14.63	42.86	56.10	41.46	37.14	34.15	43.90
Grade 8	28.21	8.57	17.65	48.72	62.86	52.94	23.08	28.57	29.41
All Grades	13.89	9.89	9.49	44.44	48.76	41.97	41.67	41.34	48.54

**Conclusions based on this data:**

1. Grades 5th -8th showed growth in the overall percentage at or above standard
2. Grades 3 and 4 show a decrease in overall achievement from 17-18 to 18-19
3. 6th grade showed a significant decline in percent of students at standards not met

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	55	55	55	55	55	55	55	55	100	100	100
Grade 4	55	56	53	55	55	53	55	55	53	100	98.2	100
Grade 5	59	49	51	59	49	51	59	49	51	100	100	100
Grade 6	46	49	42	46	49	42	46	49	42	100	100	100
Grade 7	36	42	43	36	42	43	36	42	43	100	100	100
Grade 8	39	35	35	39	35	34	39	35	34	100	100	97.1
All Grades	290	286	279	290	285	278	290	285	278	100	99.7	99.6

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2373.	2364.	2358.	3.64	7.27	1.82	10.91	9.09	7.27	32.73	20.00	27.27	52.73	63.64	63.64
Grade 4	2437.	2412.	2408.	7.27	7.27	13.21	25.45	10.91	5.66	29.09	34.55	26.42	38.18	47.27	54.72
Grade 5	2415.	2462.	2434.	1.69	6.12	3.92	1.69	14.29	17.65	22.03	36.73	17.65	74.58	42.86	60.78
Grade 6	2469.	2428.	2457.	4.35	2.04	4.76	10.87	6.12	7.14	28.26	24.49	33.33	56.52	67.35	54.76
Grade 7	2490.	2497.	2485.	2.78	9.52	6.98	25.00	4.76	23.26	25.00	33.33	16.28	47.22	52.38	53.49
Grade 8	2527.	2504.	2495.	10.26	8.57	8.82	23.08	8.57	5.88	30.77	42.86	29.41	35.90	40.00	55.88
All Grades	N/A	N/A	N/A	4.83	6.67	6.47	15.17	9.12	11.15	27.93	31.23	24.82	52.07	52.98	57.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.27	12.73	1.82	38.18	20.00	30.91	54.55	67.27	67.27
Grade 4	18.18	14.55	15.09	30.91	25.45	16.98	50.91	60.00	67.92
Grade 5	1.69	6.12	7.84	18.64	38.78	27.45	79.66	55.10	64.71
Grade 6	4.35	2.04	7.14	19.57	18.37	23.81	76.09	79.59	69.05
Grade 7	16.67	14.29	13.95	30.56	21.43	27.91	52.78	64.29	58.14
Grade 8	15.38	11.43	8.82	46.15	31.43	20.59	38.46	57.14	70.59
All Grades	10.00	10.18	8.99	30.00	25.61	24.82	60.00	64.21	66.19

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.27	10.91	7.27	40.00	27.27	29.09	52.73	61.82	63.64
Grade 4	9.09	5.45	15.09	50.91	41.82	20.75	40.00	52.73	64.15
Grade 5	1.69	4.08	7.84	23.73	48.98	35.29	74.58	46.94	56.86
Grade 6	13.04	2.04	7.14	26.09	30.61	35.71	60.87	67.35	57.14
Grade 7	11.11	9.52	6.98	30.56	40.48	46.51	58.33	50.00	46.51
Grade 8	17.95	11.43	8.82	43.59	42.86	44.12	38.46	45.71	47.06
All Grades	9.31	7.02	8.99	35.86	38.25	34.17	54.83	54.74	56.83

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.64	7.27	3.64	49.09	36.36	49.09	47.27	56.36	47.27
Grade 4	12.73	10.91	15.09	40.00	41.82	30.19	47.27	47.27	54.72
Grade 5	1.69	6.12	7.84	35.59	42.86	37.25	62.71	51.02	54.90
Grade 6	8.70	2.04	4.76	36.96	34.69	42.86	54.35	63.27	52.38
Grade 7	8.33	7.14	11.63	52.78	61.90	46.51	38.89	30.95	41.86
Grade 8	17.95	14.29	8.82	48.72	42.86	44.12	33.33	42.86	47.06
All Grades	8.28	7.72	8.63	43.10	42.81	41.37	48.62	49.47	50.00

**Conclusions based on this data:**

1. 7th grade cohort showed significant growth from 17-18 to 18-19
2. Students did better in communicating reasoning than in concepts and procedures.
3. Students struggled in the area of Applying mathematical concepts and procedures more than in any other area.

# School and Student Performance Data

## 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1425.8	1436.8	1430.6	1448.4	1414.4	1409.3	50	46
Grade 1	1452.4	1434.6	1459.7	1443.9	1444.5	1424.8	27	28
Grade 2	1476.7	1452.1	1476.7	1473.2	1476.0	1430.6	27	16
Grade 3	1451.3	1454.6	1447.9	1461.8	1454.1	1447.1	28	17
Grade 4	1490.8	1490.2	1483.6	1501.6	1497.5	1478.3	24	26
Grade 5	1501.7	1503.4	1490.4	1504.3	1512.6	1501.9	15	21
Grade 6	1500.0	*	1492.4	*	1507.1	*	24	10
Grade 7	1544.7	1519.2	1544.3	1519.9	1544.6	1518.0	21	23
Grade 8	1530.4	1554.1	1518.7	1563.6	1542.1	1544.1	15	14
All Grades							231	201

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.00	17.39	28.00	36.96	34.00	39.13	*	6.52	50	46
1	*	0.00	*	14.29	*	75.00	*	10.71	27	28
2	40.74	0.00	*	12.50	*	87.50	*	0.00	27	16
3	0	0.00	*	11.76	*	41.18	57.14	47.06	28	17
4	*	7.69	50.00	23.08	*	61.54	*	7.69	24	26
5	*	19.05	*	23.81	*	38.10	*	19.05	15	21
6	*	*	*	*	*	*	*	*	24	*
7	*	8.70	57.14	43.48	*	26.09	7%	21.74	21	23
8	*	21.43	*	42.86	*	21.43	*	14.29	15	14
All Grades	21.21	9.45	32.90	27.36	28.57	49.25	17.32	13.93	231	201

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.00	19.57	40.00	41.30	22.00	32.61	*	6.52	50	46
1	48.15	7.14	40.74	39.29	*	42.86	*	10.71	27	28
2	62.96	6.25	*	62.50	*	31.25	*	0.00	27	16
3	*	17.65	39.29	17.65	*	47.06	*	17.65	28	17
4	*	30.77	54.17	46.15	*	23.08	*	0.00	24	26
5	*	28.57	*	42.86	*	9.52	0	19.05	15	21
6	*	*	45.83	*	*	*	*	*	24	*
7	66.67	30.43	*	30.43	*	21.74	7%	17.39	21	23
8	*	50.00	*	14.29	*	14.29	*	21.43	15	14
All Grades	34.63	22.39	38.96	38.31	16.02	28.86	10.39	10.45	231	201

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.00	10.87	*	30.43	48.00	47.83	*	10.87	50	46
1	*	0.00	*	7.14	*	64.29	44.44	28.57	27	28
2	*	0.00	*	0.00	*	43.75	*	56.25	27	16
3		0.00	*	5.88	*	23.53	82.14	70.59	28	17
4	*	0.00	*	11.54	*	46.15	*	42.31	24	26
5	*	0.00	*	9.52	*	61.90	*	28.57	15	21
6		*	*	*	*	*	*	*	24	*
7	*	0.00	*	13.04	57.14	47.83	*	39.13	21	23
8	*	7.14	*	14.29	*	64.29	*	14.29	15	14
All Grades	19.05	2.99	15.15	13.93	35.06	50.25	30.74	32.84	231	201



Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.00	19.57	36.00	73.91	*	6.52	50	46
1	55.56	25.00	*	71.43	*	3.57	27	28
2	74.07	6.25	*	81.25	*	12.50	27	16
3	*	5.88	50.00	47.06	46.43	47.06	28	17
4	*	15.38	75.00	65.38	*	19.23	24	26
5	*	4.76	73.33	71.43		23.81	15	21
6	*	*	75.00	*	*	*	24	*
7	*	13.04	52.38	52.17	*	34.78	21	23
8	*	14.29	*	71.43	*	14.29	15	14
All Grades	35.93	13.93	48.92	67.16	15.15	18.41	231	200

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.00	21.74	66.00	67.39	*	10.87	50	46
1	48.15	0.00	44.44	82.14	*	17.86	27	28
2	48.15	12.50	44.44	87.50	*	0.00	27	16
3	*	29.41	42.86	52.94	*	17.65	28	17
4	*	46.15	*	50.00	*	3.85	24	26
5	*	76.19	*	14.29		9.52	15	21
6	58.33	*	*	*	*	*	24	*
7	76.19	52.17	*	26.09		21.74	21	23
8	*	64.29	*	14.29	*	14.29	15	13
All Grades	45.89	34.83	43.72	52.24	10.39	12.44	231	200

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.00	4.35	64.00	89.13	*	6.52	50	46
1	*	7.14	*	50.00	40.74	42.86	27	28
2	40.74	0.00	40.74	37.50	*	62.50	27	16
3		0.00	*	17.65	78.57	82.35	28	17
4	*	0.00	45.83	34.62	45.83	65.38	24	26
5	*	0.00	*	57.14	*	38.10	15	20
6	*	*	*	*	66.67	*	24	*
7	*	0.00	*	34.78	*	60.87	21	22
8	*	7.14	*	57.14	*	35.71	15	14
All Grades	19.05	2.49	41.13	52.24	39.83	44.28	231	199

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.00	41.30	38.00	39.13	*	19.57	50	46
1	*	0.00	44.44	71.43	*	28.57	27	28
2	*	0.00	55.56	43.75	*	56.25	27	16
3		0.00	39.29	58.82	60.71	41.18	28	17
4	*	0.00	66.67	69.23	*	26.92	24	25
5	*	4.76	*	61.90	*	9.52	15	16
6		*	87.50	*	*	*	24	*
7	*	0.00	76.19	78.26		21.74	21	23
8	*	7.14	73.33	92.86	*	0.00	15	14
All Grades	24.68	10.95	54.98	60.70	20.35	25.37	231	195

**Conclusions based on this data:**

1. Cohorts of students show minimal progress in their overall growth from one year to the next
2. Oral Language is an overall strength for our students
3. Reading is an area of opportunity

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
417	94.2	51.6	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	215	51.6
Foster Youth	1	0.2
Homeless	3	0.7
Socioeconomically Disadvantaged	393	94.2
Students with Disabilities	45	10.8





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
American Indian	2	0.5
Asian	26	6.2
Filipino	11	2.6
Hispanic	364	87.3
Two or More Races	1	0.2
Pacific Islander	4	1.0
White	4	1.0

### Conclusions based on this data:

1. More than half of the students are English Learners.
2. A very high percentage of students are Socioeconomically Disadvantaged
3. 10% of students have a disability

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

**Conclusions based on this data:**

1. Chronic Absenteeism is a problem at Aptitud.
2. Academic Performance in both Language Arts and Mathematics is low.
3. Suspension Rate has shown improvement

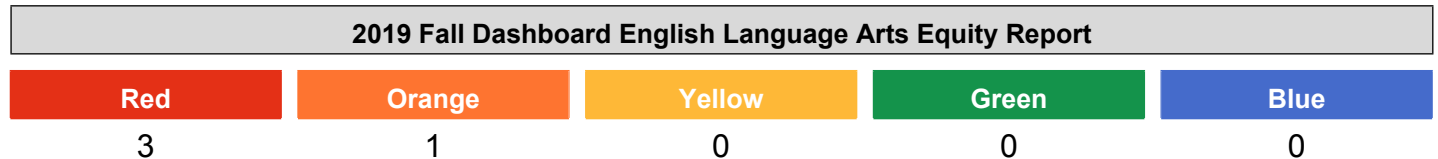
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow 64 points below standard Increased ++3.1 points 267		 Red 74.8 points below standard Maintained -2.1 points 202		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Orange 67.2 points below standard Maintained ++2.7 points 254		 Red 124.8 points below standard Maintained ++0.3 points 39	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 51.7 points above standard Increased Significantly ++41.7 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Red 72.4 points below standard Maintained ++1.5 points 234	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.2 points below standard Maintained ++0.2 points 102	23.5 points below standard Declined -4.4 points 100	60.9 points below standard Increased Significantly ++21.4 points 49

#### Conclusions based on this data:

1. Our disaggregated data shows that students with unique needs are underperforming
2. English Learners and Students with disabilities show the greatest opportunity for growth

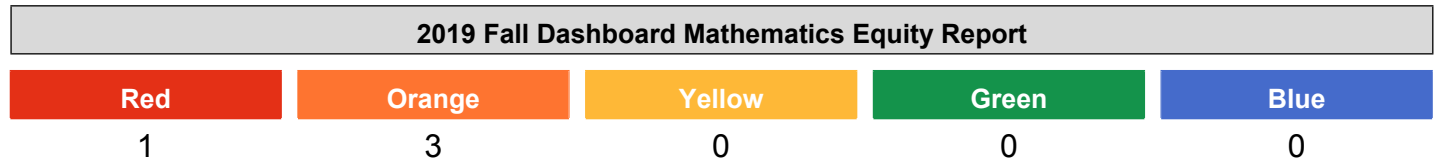
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.









This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 81.9 points below standard Declined -5.1 points 268	<b>English Learners</b>  Orange 89.6 points below standard Declined -7.4 points 202	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Socioeconomically Disadvantaged</b>  Orange 87 points below standard Declined -5.3 points 255	<b>Students with Disabilities</b>  Red 177.3 points below standard Declined Significantly -28.6 points 39



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>	<b>Asian</b>  No Performance Color 40.2 points above standard Increased Significantly ++25 points 15	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<b>Hispanic</b>  Orange 93.2 points below standard Declined -7.3 points 234	<b>Two or More Races</b>	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 136.1 points below standard Declined -3.9 points 102	<b>Reclassified English Learners</b> 42.3 points below standard Declined -11 points 100	<b>English Only</b> 86.2 points below standard Declined -3.3 points 49
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#### Conclusions based on this data:

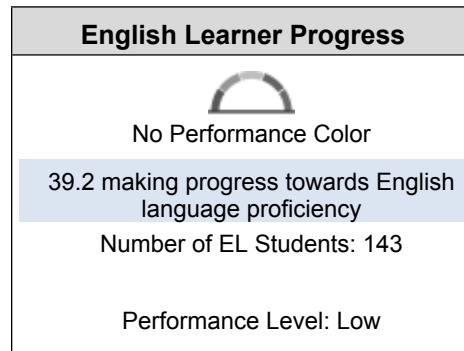
1. Performance by all students in Mathematics declined across all subgroups

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
30.7	30.0		39.1

#### Conclusions based on this data:

1. A majority of our students are not making progress towards language proficiency

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 11.3 Increased +2.4 450	<b>English Learners</b>  Orange 10.8 Increased +1.9 241	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Socioeconomically Disadvantaged</b>  Orange 11.6 Increased +2.3 424	<b>Students with Disabilities</b>  Orange 13.8 Maintained +0.1 58

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color 0 Maintained 0 27	<b>Filipino</b>  No Performance Color 0 11
<b>Hispanic</b>  Orange 12.1 Increased +2.2 396	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

### Conclusions based on this data:

1. All subgroups saw an increase in chronic absenteeism

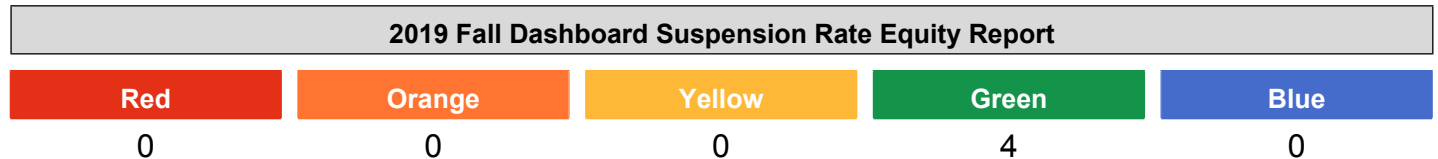
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 1.5 Declined Significantly -4 460	<b>English Learners</b>  Green 2.4 Declined Significantly -4.2 246	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 4	<b>Socioeconomically Disadvantaged</b>  Green 1.6 Declined Significantly -4.2 433	<b>Students with Disabilities</b>  Green 1.7 Declined -9.4 59

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  No Performance Color 0 Maintained 0 27	<b>Filipino</b>  No Performance Color 0 12
<b>Hispanic</b>  Green 1.7 Declined Significantly -4.3 404	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 1	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 4	<b>White</b>  No Performance Color Less than 11 Students - Data 5

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

<b>2017</b>	<b>2018</b>	<b>2019</b>
	5.5	1.5

#### Conclusions based on this data:

1. The number of suspensions is declining across all subgroups

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century.

## Goal 1

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century.

## Identified Need

Student data collected will include but is not limited to CAASPP scores, iReady/FastBridge scores, Benchmark Advance assessments, envision math assessments, English Language Assessment for California (ELPAC), writing samples and teacher created assessment.

Significant subgroups continue to under perform. There is a need for more PD around best practices and data analysis that focuses on key subgroups. There is a need for small group reading instruction to ensure that our students are able to read at grade level. There is need for PD on how to support English learners during math instruction. There is also a need for ongoing data analysis and grade level collaboration around re-teaching key standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"><li>Professional Development records/survey evaluations</li><li>District Benchmark Scores</li><li>SBAC results - English Language Arts and Mathematics</li><li>Independent Reading Levels (Leveled Screener/BookNook)</li><li>. Classroom Observations</li><li>Inventory of technology devices</li></ul>	<ul style="list-style-type: none"><li>30% of Middle School Teachers participate in additional professional development regularly.</li></ul> <p>Approximately 42% of our elementary teachers participate in professional development regularly</p> <ul style="list-style-type: none"><li>i-Ready Reading diagnostic scores K-5:</li></ul> <p>10% at level</p> <p>39% approaching</p> <p>52% at risk</p>	<ul style="list-style-type: none"><li>To increase overall participation in additional professional development to support initiatives and the delivery of rigorous instruction</li><li>All students will show some growth from Fall to Spring as measured by the FastBridge District Benchmark with the target of being at grade level</li><li>Increase performance on state indicator in English Language Arts and Math for all</li></ul>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>i-Ready Reading diagnostic scores 6-8:</p> <p>10% at level</p> <p>15% approaching</p> <p>75% at risk</p> <p>i-Ready Math diagnostic scores K-5:</p> <p>5% at level</p> <p>39% approaching</p> <p>55 % at risk</p> <p>i-Ready Math diagnostic scores 6-8:</p> <p>13% at level</p> <p>27 % approaching</p> <p>60 % at risk</p> <ul style="list-style-type: none"> <li>SBAC results 2018 - 2019 -</li> </ul> <p>English Language Arts:</p> <p>22.63 Met/exceeded</p> <p>26.28 nearly met</p> <p>51.09 not met</p> <p>Math</p> <p>17.62 Met/exceeded</p> <p>24.82 nearly met</p> <p>57.55 not met</p> <ul style="list-style-type: none"> <li>Independent Reading Level K-5</li> </ul> <p>31.42% Challenge/Benchmark</p>	<p>student group by +10 points or more as noted on the California Dashboard</p> <ul style="list-style-type: none"> <li>All students will show 1 years growth in their independent reading level as measured by Book Nook/ Leveled Screener</li> <li>100% of students have one-to-one functional devices and 100% of classrooms have functional presentation technology for delivery of instruction</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18.58% Strategic  50% Intensive <ul style="list-style-type: none"> <li>Our current count of student devices is 1:1 with a certain number needed repair or updates. Every classroom has presentation technology, with a small number needed replacement or repair</li> </ul>	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students at Aptitud

**Strategy/Activity**

Professional Learning:

1. Professional development is offered in core curriculums and ed tech platforms
2. Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices
3. Staff receives professional learning in the analysis of assessment data and the data management systems.
4. Teachers are given release time to analyze data and collaborate with grade-level teams, view model lessons, and visit other classrooms.
5. Teachers, administrators and support staff are given opportunities to attend relevant professional development workshops and conferences.
6. Team comes together to analyze student learning and consider new strategies and best practices.
7. Teacher collaboration meetings give teachers opportunities to monitor student progress towards standards.
8. Analyze the results of ELPAC, FastBridge, ESGI, Reading Screener and other local assessments to identify areas for greater focus.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 1000-1999: Certificated Personnel Salaries substitutes
2700	Title I 1000-1999: Certificated Personnel Salaries Tech Thursday Professional Developments
4500	Title I 4000-4999: Books And Supplies classroom libraries
4,500	Title I 5000-5999: Services And Other Operating Expenditures Conferences

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Aptitud

### Strategy/Activity

Students will have access to high quality interventions and additional supports to engage in the instructional program

1. At-risk students are targeted for extended learning time in teacher-led intervention programs before or after-school.
2. City Year corp members work in the regular classroom providing additional support to the academic program during class time
3. City Year, Little Heroes and YMCA provide extended day homework support and enrichment activities to target at-risk students
4. Reading Partners will provide one on one tutoring to students that are up to 2 years below grade level in reading
5. Students in grades 6th through 8th have access to Paper, an online tutoring program that is available to them 24/7.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4614	Title I 1000-1999: Certificated Personnel Salaries Intervention teacher led

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Aptitud

### Strategy/Activity

Provide Supplemental Materials that are conducive to a productive learning environment:

1. Teachers and students will have access to online platforms to supplement core curriculums (ie RAZ kids, HeadSprout, Starfall, Spelling City, Happy Numbers etc)
2. Teachers and students will have access to supplemental materials to support both distance learning and in class instruction for Math, ELA, Science, PE and Music
3. Teachers have access to LCD projectors and technology that supports full engagement of students (Promethean Boards, remote responders, reader pens, etc.)
4. All classrooms are equipped with necessary items to fully and effectively implement curriculum such as area rugs, whiteboard easels, chart paper, overhead timers, globe, etc.
5. Classroom libraries are home to a wealth of literature and reference resources for students to use at school and to check out for home.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5680	Title I 5800: Professional/Consulting Services And Operating Expenditures Licenses for programs
9000	Title I 4000-4999: Books And Supplies distance learning supplemental materials
12000	Title I 4000-4999: Books And Supplies classroom technology
5000	Title I 4000-4999: Books And Supplies Classroom libraries
7640	Title I 5000-5999: Services And Other Operating Expenditures Teacher copier and maintenance
2500	Title I 4000-4999: Books And Supplies Classroom equipment
4000	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students at Aptitud

**Strategy/Activity****Family Involvement:**

1. Informational meetings to educate parents about the Common Core State Standards and how they can participate in moving their children towards mastery.
2. Newsletters and other informational documents sent to all students' homes with important information about the academic programs.
3. The SST process includes parents in addressing the particular needs of referred under-performing students.
4. Increase parents' knowledge and involvement in student academic progress in ELA through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, ELAC, PTA, Principal's Coffees, etc.)
5. Host parenting, technology, and/or ESL classes for parents and community members.
6. Host parent meetings for at-risk students to help them learn how best to help their children with academic tasks.
7. Host literacy nights, Read Across Aptitud Days, Under the Stars" and other events to get parents on campus reading with their children.
8. Kindergarten Orientation meetings in the spring and fall are a forum to inform parents of incoming Kindergarten students of the expectations we have of them and their children. Materials are provided at the meeting that facilitates them working at home with their children.
9. Host semester academic achievement ceremonies to promote and celebrate student achievement

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)****Source(s)**

1000

Title I  
4000-4999: Books And Supplies  
Kinder readiness and promotional materials

1000

Title I  
4000-4999: Books And Supplies  
academic achievement certificates and awards

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

**Strategy/Activity**

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
None Specified

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
None Specified

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified  
None Specified

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

## Annual Review

### SPSA Year Reviewed: 2019-20

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 deleted.

### ANALYSIS

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

A major activity intended to support rigorous instruction for the 19-20 school year was to provide grade level collaboration and create a data analysis process to direct the analysis and adjustment on instruction. This strategy was successful in that a process was created, ILT collaborated around the process and supported team collaboration. Teachers received regular staff meetings and PD to support the implementation of best practices in areas such as literacy curriculum, ELD, trauma informed practices and data analysis. An area of challenge was have clear assessments agreed on K-8 to analyze data around. Also, the school was unable to complete interventions in the spring, due to COVID 19 school closures. We also did not complete the state assessment due to school closures and do not have end of year data, also due to school closures.

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

There were funds assigned to run teacher led interventions in the spring and 1:1 tutoring for students that showed an academic need after the mid year assessments. We were not able to implement these due to school closures.

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.

This year our district benchmark changed from iReady to FastBridge, so our metrics used in our outcomes will be different. This will support having clearly defined school wide goals and data points in which to analyze. Also due to needs assessments done by stakeholders, we identified that the staff needed additional professional development around restorative justice practices to meet the needs of our community. The school also has a need for updated materials and technology to implement a rigorous instructional program. There are also allocations in the SPSA this year to support the additional platforms and materials needed for Distance Learning.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

English Learners will have the required skills to reach grade level standards/proficiency.

## Goal 2

20% of our EL's ELPAC level 3 or higher students will be reclassified by the end of the year  
All EL's will grow from one percentile tier to the next as measured by the FastBridge Assessment

## Identified Need

Student data collected will include but is not limited to FastBridge scores, English Language Assessment for California (ELPAC), writing samples and teacher created assessments.

Our English Learners, which is a significant subgroup, continues to under perform. There is a need for more PD around best practices and key strategies to meet the needs of English Learners at various levels of proficiency, in all academic subjects.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*Classroom walkthroughs	* 46% teachers use visual and/or oral supports to support ELs	90% of classrooms visited will demonstrate evidence of best practice EL strategies as identified by staff (ie sentence frames, visuals, graphic organizers)
*FastBridge Assessments/ * CAASPP Data	CAASPP: ELA: In 18-19 1.81% of ELs met or exceeded standard Math: In 18-19 5.46% of ELs met or exceeded standard	* Increase of 10% of ELs score at standard as measured by the FastBridge aReading Assessment and CAASPP data
* ELPAC data	* In 2019-20 6.4% of Level 3 ELs met Reclassification criteria	* 20% of Level 3 ELs will meet reclassification criteria

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



All English learners at Aptitud

### Strategy/Activity

#### Professional Learning

1. Teachers will engage in regular staff meetings to discuss EL supports and strategies appropriate for distance learning and aligned to the 4 domains (reading, writing, speaking and listening).
2. Teachers will engage in grade level collaboration to align strategies per grade level for integrated ELD (ie sentence frames and graphic organizers)
3. Teachers will be offered EL Toolkit training around EL strategies to support rigorous instruction in grades K-8
4. During grade level collaboration teams will analyze data and unpack curricular supports for ELs to target instruction
5. Teachers will collaborate to integrate ELD standards with Core Curriculum
6. Teachers will analyze ELPAC, FastBridge and Local Assessment data to inform instructional decisions
7. EL students will have access to classroom libraries where books are culturally responsive and reflective of the classroom community

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4500

Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
EL Toolkit PD

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

### Strategy/Activity

Students will have access to high quality supports to engage in the instructional program:

1. Long Term English Learners in grades 6th-8th will participate in an elective period using English 3D to support them in the improvement of their language acquisition with the goal of being reclassified
2. Grades 3-8 will use Listenwise to support students in building listening skills and oral communication skills
3. Grades K-2 will use BrainPopEL to engage students visually in listening and speaking to a topic
4. Newcomers will be enrolled in Imagine Learning to support basic language development

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

Strategy/Activity

1. Provide Supplemental Materials that are conducive to a productive learning environment (ie graphic organizer mats, vocabulary workbooks, RAZkids ELL pack, etc)
2. EL students will have access to classroom libraries where books are culturally responsive and reflective of the classroom community

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I  
4000-4999: Books And Supplies  
materials and supplies

4500

Title I  
4000-4999: Books And Supplies  
culturally relevant books

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

Strategy/Activity

Family Engagement

1. Admin team will hold monthly ELAC meetings to support families of English Language Learners
2. ELAC meetings will offer academic supports, create feedback space around programing and inform parents of standards, testing requirements and programming available to ELs
3. Increase parents' knowledge and involvement in student academic progress in ELD

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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 deleted.

## ANALYSIS

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

We did not meet the goal of reclassifying 20% of our English Language Learners. While we did revisit ELD strategies during staff professional developments, there was not a coordinated movement to implement these strategies during instruction in all classes. With a change in instructor for 2 of 3 of the MS ELD classes, the program was challenged to meet the needs of all students. Also, assessments necessary to reclassify students were interrupted by COVID 19 school closures.

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

It was intended that we would use funds to provide learning software for ELs. Staff opted to use curricular (Benchmark and English 3D) as well as teacher created instructional materials instead.

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.

We will address the professional development needs of staff around English learnings by leading monthly staff collaborations around domain specific EL strategies. We also intend to contract with SCCOE to bring additional staff training to all teachers.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

## Goal 3

We will cultivate a positive school culture by encouraging a Growth Mindset and see our students and teachers as agents of change. We will continue to implement SEL practices with a Restorative Justice lens.

## Identified Need

We will use eSchoolplus discipline data and results from Panorama surveys to analyze student feelings around school safety and engagement

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
eSchool Discipline Data	241 Incidents logged in 2019-2020	We will see a downward trend of incidents
Attendance Data	11.4% of students are chronically absent	10% of students are chronically absent
Student Survey Data	50% of MS students feel safe 62% of Elementary feel safe	60% of MS students feel safe 72% of Elementary feel safe
PD participation Data	59% of MS students feel a sense of belonging 70% of Elementary students feel a sense of belonging 88% of teachers attended extended restorative justice training	69% of MS students feel a sense of belonging 80% of Elementary students feel a sense of belonging 100% of teachers will attend extended restorative justice trainings

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

#### Professional Learning:

1. Explore restorative justice practices and practice holding equitable, respectful conversations amongst staff and students
2. Examine school policies that do not embrace restorative practices
3. Partner with SEEDS to explore communication practices and community circles
4. Align PBIS practices with RJ and SEL, implemented during morning meetings.
5. Implement morning meetings as a time of connection and community building
5. Host a staff led Student Engagement Committee to plan and implement student of the month, honor roll, and monthly student incentive and engagement events aligned to PBIS
6. Engage ASB officers into increasing participation student events and spirit activities to build a sense of belonging
7. Equip teachers with Kimochi tools to deepen communication skills and strategies for elementary classrooms.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title I 5000-5999: Services And Other Operating Expenditures SEEDS Contract
4,050	Title I 1000-1999: Certificated Personnel Salaries Extended Duty SEEDS Training
1350	Title I 1000-1999: Certificated Personnel Salaries Student Engagement Committee Extended Duty
2100	Title I 1000-1999: Certificated Personnel Salaries Kimochi's Training Extended Duty

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

To build up and engage student culture:

1. Contract with Little Heroes to build sportsmanship from elementary age and provide safe, structured play and healthy living habits
2. Create a sports league to run soccer, basketball and track and field competitions to encourage sportsmanship, teamwork and culture building
3. Use after school support providers to run enrichment clubs based on student interests (ie sports, chess, cooking, art, choir, music, social justice, etc)

4. ASB will plan a total of 3 student activities (virtual or in-person) to create student-lead school community
5. Hold weekly assemblies, "Gator Gatherings" to build community and school spirit
6. Academic study trips and assemblies including Science Camp for 5th grade students to reinforce standards-based concepts, themes from the curriculum, and build necessary background knowledge by giving students a variety of life experiences.
7. Encourage cross grade level relationships through a reading buddy program
8. Counselor will work with families to connect with community resources such as: SLS Community resources, ARCC, NHFY, Sacred Heart financial support, Rock n' Learn at the SJ Public Libraries, Counselor-based outreach etc.?

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14000	Title I 5000-5999: Services And Other Operating Expenditures Little Heroes
14000	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Little Heroes
3500	Title I 5800: Professional/Consulting Services And Operating Expenditures field trip transportations
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Admissions

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### **Strategy/Activity**

Provide supplemental materials that are conducive to increasing engagement:

1. Staff and students will have access to appropriate sports equipment for intramural leagues such as soccer balls, nets, footballs, etc
2. Staff and students will have access to appropriate materials to support student interest clubs (art, book club, board games, cooking, etc
3. Host student of the month ceremonies to celebrate student achievements, with character traits and academic growth

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Sports equipment
1250	Title I 4000-4999: Books And Supplies Materials and Supplies for clubs
1000	Title I 4000-4999: Books And Supplies Materials and supplies for ceremonies

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Family Involvement:  
Work to support all parents in joining and interacting with parent square, trainings for staff and families  
Mail out certificates and other notifications of events that are happening at school  
Use multiple communication channels (Parent Square, ClassDojo, Parent Link, Google Classroom, District Website) to inform parents on what is going on at the school .

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	no cost

## Annual Review

### SPSA Year Reviewed: 2019-20

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 deleted.

# ANALYSIS

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

We did see an increase of teacher buy-in and participation in school climate initiatives. Especially in elementary school there was an increase of positive students feelings around school as measured by the panorama survey. The staff formed and participated in a PBIS committee which worked to streamline processes and create structures. Student of the Month assemblies and honor student achievement assemblies were well received by all.

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

There were no planned expenditures for this goal, however we did find funds necessary to implement PBIS student activities and assemblies.

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.

To further our improvement within this goal area, the staff feedback showed that we needed additional training in Restorative Justice practices. For the 20-21 school year we have partnered with SEEDS to support the development of positive relationships and communication on campus. We also identified specific metrics with discipline data, absentee data and survey data to measure our effectiveness. Additional strategies include increased use of our virtual presence and communication, as we are beginning the year in distance learning.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

## Goal 4

Engage Stakeholders in a meaningful way that promotes a positive learning and community environment that is geared toward student achievement.

## Identified Need

Increase parent engagement, parent participation and volunteer hours by 10%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Sheets from all School Events	40% of parents attended back to school night school events	<ul style="list-style-type: none"><li>• Increase parent participation at school events by 10%</li></ul>
Volunteer Hours Given School Wide	70% of Elementary Parents feel a sense of belonging	<ul style="list-style-type: none"><li>• Increase the number of volunteer hours accumulated</li></ul>
Parent Surveys	99% of Middle School Parents feel a sense of belonging	<ul style="list-style-type: none"><li>• Increase parents sense of belonging at the elementary level</li><li>• Increase participation of parents who take the Panorama Survey</li></ul>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Parent Engagement Activities:

1. Maintain school's webpage, parent square, monthly calendar of events, bi-weekly newsletter and use parent link to inform parents of school events

2. Schedule informative and enrichment events for parents: Coffees with the principal, Walk-a-athons, English Classes, STAR Night, ELAC, School Site Council, LCAP Meetings, Back-to-School Night, Open House, Math/Literacy Night, tech training
3. Host Parent coffees to inform and involve parents in programming, academic supports and community resources
3. Conduct monthly student of the month recognition assemblies to praise students for their attendance, behavior, and academic performance.
4. Host Staff/Parent Committee to gather interest in parent supports, parent trainings and community building ideas
5. Host monthly Los Dichos Reading where parents introduce students to cross cultural stories and books as well as activities

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies Books and Materials for Los Dichos
1350	Title I 1000-1999: Certificated Personnel Salaries Staff committee extended duty

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### **Strategy/Activity**

Encourage parent volunteer hours with family friendly events:

1. Community Liaison will advertise on all channels (website, parent square, parent link, Class Dojo) make calls and promote events on school marquee
2. Parents will be invited to the planning of key school events and support with messaging out of events amongst parents
3. Create bi-monthly enrichment activities to celebrate school cultures and engage families (such as Pumpkin Contest, Walk-a-thon, End of year Carnival, STAR Night, Reading Nights, Math Nights)

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Title I 4000-4999: Books And Supplies

# Annual Review

## SPSA Year Reviewed: 2019-20

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 deleted.

## ANALYSIS

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

We experienced a strong start with parent engagement, with over 200 families showing up at Back to School Night. We were not as effective in engaging parents in academic nights or school community events. Records show that the same families show up for each event, and we need to improve our outreach to unengaged families. Our Spring events were interrupted by COVID 19 school closures.

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

We intended to have bi-monthly engagement events to engage the community and share important instructional information with families and community. We were able to hold 2/5 events, due to school closures, that would support the goal of engaging our community.

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.

For the 20-21 SPSA we set clear goals and metrics ties to our parent engagement data and surveys. We have outlined strategies around virtual engagement to get families online. We also have formed a parent/teacher committee to support with community outreach.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,534.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$109,934.00

Subtotal of additional federal funds included for this school: \$109,934.00

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 (\$)
	\$0.00
LCFF Supplemental/Concentration	\$19,600.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$19,600.00

Total of federal, state, and/or local funds for this school: \$129,534.00

## Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	109934	0.00
LCFF Supplemental/Concentration	19600	0.00

# 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
Rebecca Jensen	Principal
Rebecca Berry	Classroom Teacher
Lonny Lovins	Classroom Teacher
Andrea Gauntt	Other School Staff
Brenda Andrade	Parent or Community Member
Alejandra Mora	Parent or Community Member
Juanita Ramos	Parent or Community Member
Arturo Cervantes	Parent or Community Member
Sandra Lopez	Parent or Community Member
Tam Le	Classroom Teacher

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
	Other: School Site Council

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 November 2, 2020.

Attested:

Principal, Rebecca Jensen on 11/2/2020

SSC Chairperson, Brenda Andrade on 11/2/2020