School Year: **2023-24**

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	May 19, 2023	

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
- Additional Targeted Support and Improvement

This year, Aptitud Community Academy at Goss was identified as an ATSI school. They were identified under the category of students with disabilities with their indicators of chronic absenteeism and academics being in the very low category. In order to strategically improve these sections as well as all indicators, the educational partners analyzed data, completed a needs assessment, root cause analysis, and created actionable measurable steps to make positive impacts on students' attendance and academics school-wide. This work was also shared with the school site council to give input on the creation of the school plan. A heavy emphasis on attendance incentives and staff and parent education will be placed in the coming school year.

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 educational partners, starting with the evaluation of previous goals. Our school goals align with the Alum Rock Union School District's LCAP goals.In May of 2023, the Alum Rock School Board did vote to disband our charter and convert us back to a traditional Alum Rock School. Our school goals continue to align with the goals

of the Alum Rock Union School District LCAP. Aptitud Academy at Goss is in compliance with supporting Title 1 students, English Langauge Learners, our students with unique needs, and other high-needs groups. For the 23-24 school year, we are identified for ATSI in the subgroup of Students with disabilities, specifically in academic performance and attendance. During our needs assessment sessions, we analyzed data for SWD and attendance trends. Our educational partner groups offered feedback around programming for these areas. Our school instructional leadership then met to identify key actions to address the needs.

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 stakeholder surveys, small focus groups during parent coffees, and town hall discussions with break-out groups throughout the year. A stakeholder survey and small focus groups were held at a parent coffee in March. Results at this time showed that parents were overall pleased with the staff, they reported an overall sense of care and support for students. There was a need reported for more interventions and after-school academic support. In academic programming teachers and families alike showed interest in exploring academic interventions ie after-school tutoring. Staff reported an interest in the character ed curriculum to deepen our SEL practices. Staff also named the need to spend time strategically working with data and curriculum pacing guides to ensure students are making progress and having equitable access to standards-based instruction. We analyzed practices surrounding students with disabilities, due to our ATSI status, we found that we need to increase attendance incentives and focus on instructional practices that will increase academic outcomes for this subgroup.
We did not meet our performance goal for math or ELA, therefore we did an in-depth analysis of instructional practices. Through self-reflection and walk-through feedback, we discussed making learning more visual for students, along with building in visual anchor chart supports and hands-on manipulatives. While student talk has increased in the classroom, we want to increase the use of structured talk.
In K-3 our goals were met, where students are meeting their growth targets for foundational skills and Leveled Reading Score. Staff feedback attributed this growth to the adjusted Literacy Block, including the SIPPS intervention program. We also introduced DIBELS to support with foundational skill monitoring.
Teachers were also engaged in feedback both through surveys and small group discussions. 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 knowledge and implementation of engaging instruction targeted at building language for second-language learners and long-term English Learners. 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 teacher-led lessons. Our school focus this year was to increase student talk and participation when engaging in lesson topics. Student talk was present during instruction, but there could be an increased focus on scaffolds and sentence frames to target the use of academic language. Teachers use adopted curriculum materials and classroom technology to support instruction.

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. In Kindergarten - third grade we use DIBELS to measure growth in foundational reading skills. This assessment is given 3 times a year and support the implementation of reading intervention with our Reading Interventionist TOSA.
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 the 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
- Envision Unit Assessments
- English Language Proficiency Assessment for California (ELPAC)
- FastBrige for ELA and Math (2nd -8th grade)
- 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)

20/23 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 through 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 training is aimed at supporting English learners with strategies to support instruction and faster English language acquisition.
- District Led professional development series includes topics such as:

1. Illuminate, Benchmark, Technology Integration
3. PBIS
4. science curriculum: Foss (K - 5) and Stem Scopes (6-8)
5. EL Toolkits to support the implementation of English Language Development strategies
6. Constructing Meaning
8. Envision Math

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. 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.

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 target students in grades 5th -8th receive intensive one on one tutoring with Tutorworks after school, 2 times a week. Tier 2 students are also invited to work with teachers in the spring for teacher ran interventions. For Tk-3 we have a Literacy Interventionist who works with the lowest 20% of students in reading achievement.

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 to 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 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 as grade level teams to plan and collaborate around best practices.
- 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

Aptitud Community Academy at Goss depends on a variety of research-based educational practices to raise student achievement. TK-3 Teachers have received many hours of professional development on the most current best-practices in reading instruction through the OREA 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 through SCCOE's EL Toolkit training. 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 5-12 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 extended learning program provides tutoring, academic support, and enrichment opportunities for students.

* After school tutoring provides small group tutoring in remedial ELA skills

- Before/after school intervention classes are offered to at-risk students scoring below proficient levels in ELA.
- Science from Scientists engages students in hands on STEM lessons
- Bridge to Kindergarten for incoming kindergarten students that did not attend preschool.
- RAZ kids 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 the progress of ELs on their annual progress goal (based on the length of time in the district's ELD program).
- The Reading Partners tutoring program provides ongoing intensive 1:1 tutoring for students.

Fiscal support (EPC)

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

Educational Partner 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

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the SPSA.
Parents engage in stakeholder surveys, small focus groups during parent coffees, and Informational evenings with opportunities for comments and questions. A stakeholder survey went out in September 2022 and April 2023 as well as small focus groups at parent coffees throughout February and March. For accessibility, information was provided at Parent Coffees in the mornings and community meetings in the evenings. The invitation and meeting info were shared via ParentSquare, Class Dojo, our website, and via automated calls. Surveys were also printed and available in the office for families that have trouble with connectivity or digital access. We held a similar process with staff over the course of March, looking at program data, parent survey feedback, and Panorama survey data and soliciting their input around the work we engaged in this year. Staff was also invited to fill out the stakeholder survey mentioned above.

Once the feedback from the community was gathered, Aptitud administration met with the staff and we looked at student performance data, SEL data from the Panorama Survey as well as the community feedback to incorporate in our staff small group discussions. We went through a multiple-layered process beginning with data analysis. The staff was presented with benchmark data from the beginning of the year and mid-year to make informed data statements. From there we used a root cause analysis protocol to dig deeper. From there we were able to name problem statements to support us in developing an action plan moving forward. Each group then named key actions we could implement to address the need. These problem statements and key ideas supported the development of the SPSA and ATSI key actions.

A summary of the feedback provided by specific educational partners.
The administration collected feedback from stakeholders in February and March to inform the creation of Aptitud Academy's school plan. Community results at this time showed that parents are overall pleased with the programming, they reported an overall sense of care and support for students. Parents named the need for after-school programming to support their students in homework as well as more enrichment activities for students. Another common thread was around goal 3, a safe and welcoming community. Parents would like to see the school beautified, and the fence be more secure to discourage easy entry and exit from multiple locations. Student feedback showed there was a desire for the campus to look nicer and for there to be more student clubs and activities available for them.

Staff results showed these trends across the priorities:
Instructional programming: While there were professional developments this year, there continues to be not enough implementation support, nor grade-level collaboration time built into Tuesdays. Teachers would like to see an ongoing follow-up with professional developments to support implementation. They also asked for more time protected for collaboration, and for subject-specific collaboration in middle school departments. To support this collaboration teachers are stating the need for focused pacing guides and structured curriculum plans. Staff also named the need to spend time strategically working with data and curriculum pacing guides to ensure students are making progress and having equitable access to standards-based instruction. We analyzed practices surrounding students with disabilities, due to our ATSI status, we found that we need to increase

attendance incentives and focus on instructional practices that will increase academic outcomes for this subgroup.
We did not meet our performance goal for math or ELA, therefore we did an in-depth analysis of instructional practices. Through self-reflection and walk-through feedback, we discussed making learning more visual for students, along with building in visual anchor chart supports and hands-on manipulatives. While student talk has increased in the classroom, we want to increase the use of structured talk.
In K-3 our goals were met, where students are meeting their growth targets for foundational skills and Leveled Reading Score. Staff feedback attributed this growth to the adjusted Literacy Block, including the SIPPS intervention program. We also introduced DIBELS to support foundational skill monitoring.

An additional need that arose from multiple educational partner groups was for additional parent training to support academics at home. Also, the need to educate parents, teachers, and staff on the logistics and requirements around attendance, discipline, school consequences, and available wellness resources, as well as other pertinent topics.

English Learners: Staff agreed and added to the agreement that our support of ELs needs to be a continued area of focus and development. Middle School ELs that are identified as Long Term English Learners have specific needs that we should work to understand and address. We began with the implementation of designated ELD curricular materials (Timezones). Teachers felt there was significant progress in students' oral language, specifically in the newcomer range. There is a desire to explore additional supplemental materials, specifically for beginning students and newcomers at all grade levels K - 8th.

Safe and Welcoming Environment: Educational Partners looked at our Panorama Survey data to reflect on and analyze the progress Aptitud is making in the area of a welcoming community. Furthermore, the staff met with the director and coordinator of Alum Rock's SEL department to debrief the work around the wellness center and welcoming strategies at Aptitud.

Stakeholder engagement: Connected to the PBIS structures, the staff is looking to implement monthly community spirit events for students and families. To support parents. engagement in academics and instruction, the recommendation was to do parent workshops and math/literacy nights for parents to learn new strategies to work at home with students.

All information was synthesized by the administration and SPSA foci and supports were built by ensuring supports were present in all school structures. That includes but is not limited to professional learning, instructional programming, parent engagement, and school community.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.
One aspect that shone through in teacher focus groups, parent groups, and the survey was the need for more specific needs for our English Learners.

In planning supports and key actions for the LCAP plan, the administration carefully considered the problem statements, needs assessment, and key actions named through the process of staff feedback.

Staff and community feedback are present across all priority areas, with a focus on English Learners because of the strong need present at all levels of stakeholder feedback. The plan is comprehensive

in the support that will be provided at all levels: staff, students, and parents. Careful consideration was given to ensure that not only are we providing materials and time for students to increase practice, but that staff is supported. The plan includes professional development, but also collaboration time so teachers can work towards implementation goals. There is also parent education included to strengthen the home-school connection.

Resource Inequities

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

As administration met with educational partners, the administration shared data on academic progress in all areas and disaggregated data to highlight the progress of our significant subgroups. It was found that K-3 students are meeting their foundational skills and basic reading level growth. Students in 3rd - 8th grade are struggling across all subject areas as measured by FastBridge. Of particular notice was the progress of our Students with Disabilities. It was identified that to fully support our SWDs we would need to align resources to that subgroup. In this year's SPSA we allocated resources to support collaborative planning practices and interactive instructional practices such as visual anchor charts and hands-on manipulatives.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1		0
African American	1.4%	1.71%	1.9%	6	7	8
Asian	7.6%	5.37%	5.92%	33	22	25
Filipino	4.1%	3.17%	4.03%	18	13	17
Hispanic/Latino	85.1%	88.05%	86.26%	370	361	364
Pacific Islander	%	%	0%			0
White	1.2%	0.98%	0.95%	5	4	4
Multiple/No Response	0.5%	0.73%	0.95%	2	3	4
			Total Enrollment	435	410	422

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	44	42	29
Grade 1	49	46	45
Grade 2	58	46	48
Grade3	47	56	43
Grade 4	52	43	56
Grade 5	52	46	55
Grade 6	51	46	61
Grade 7	45	42	44
Grade 8	37	43	41
Total Enrollment	435	410	422

Conclusions based on this data:

1. Enrollment has dropped in Kindergarten, impacting our grade level structure for the upcoming school year.
2. Enrollment has increased in 4th - 6th grade
3. Enrollment continues to drop in 7th and 8th grade.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	200	242	235	46.00%	59.0%	55.7%
Fluent English Proficient (FEP)	117	81	86	26.90%	19.8%	20.4%
Reclassified Fluent English Proficient (RFEP)	5			2.5%		

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 decreased.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	55		0	54		0	54		0.0	98.2	
Grade 4	54	47		0	45		0	45		0.0	95.7	
Grade 5	54	48		0	46		0	46		0.0	95.8	
Grade 6	53	49		0	48		0	48		0.0	98.0	
Grade 7	49	39		0	38		0	38		0.0	97.4	
Grade 8	40	39		0	39		0	39		0.0	100.0	
All Grades	299	277		0	270		0	270		0.0	97.5	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2315.			3.70			12.96			12.96			70.37	
Grade 4		2365.			2.22			8.89			22.22			66.67	
Grade 5		2450.			10.87			19.57			17.39			52.17	
Grade 6		2470.			2.08			27.08			33.33			37.50	
Grade 7		2475.			2.63			26.32			15.79			55.26	
Grade 8		2491.			2.56			25.64			23.08			48.72	
All Grades	N/A	N/A	N/A		4.07			19.63			20.74			55.56	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56			44.44			50.00	
Grade 4		4.44			46.67			48.89	
Grade 5		4.35			67.39			28.26	
Grade 6		6.25			52.08			41.67	
Grade 7		0.00			63.16			36.84	
Grade 8		7.69			48.72			43.59	
All Grades		4.81			53.33			41.85	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.85			27.78			70.37	
Grade 4		2.22			28.89			68.89	
Grade 5		13.04			45.65			41.30	
Grade 6		2.08			54.17			43.75	
Grade 7		7.89			34.21			57.89	
Grade 8		5.13			51.28			43.59	
All Grades		5.19			40.00			54.81	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.70			64.81			31.48	
Grade 4		4.44			62.22			33.33	
Grade 5		4.35			73.91			21.74	
Grade 6		14.58			62.50			22.92	
Grade 7		7.89			57.89			34.21	
Grade 8		5.13			64.10			30.77	
All Grades		6.67			64.44			28.89	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.70			51.85			44.44	
Grade 4		0.00			64.44			35.56	
Grade 5		6.52			63.04			30.43	
Grade 6		8.33			72.92			18.75	
Grade 7		7.89			57.89			34.21	
Grade 8		12.82			48.72			38.46	
All Grades		6.30			60.00			33.70	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	55		0	55		0	55		0.0	100.0	
Grade 4	54	47		0	47		0	47		0.0	100.0	
Grade 5	54	48		0	48		0	48		0.0	100.0	
Grade 6	53	49		0	49		0	49		0.0	100.0	
Grade 7	49	39		0	39		0	39		0.0	100.0	
Grade 8	40	39		0	39		0	39		0.0	100.0	
All Grades	299	277		0	277		0	277		0.0	100.0	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2349.			3.64			16.36			16.36			63.64	
Grade 4		2360.			0.00			4.26			21.28			74.47	
Grade 5		2445.			8.33			8.33			29.17			54.17	
Grade 6		2413.			0.00			8.16			20.41			71.43	
Grade 7		2418.			5.13			5.13			17.95			71.79	
Grade 8		2421.			5.13			5.13			5.13			84.62	
All Grades	N/A	N/A	N/A		3.61			8.30			18.77			69.31	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.45			27.27			67.27	
Grade 4		0.00			14.89			85.11	
Grade 5		8.33			41.67			50.00	
Grade 6		2.04			28.57			69.39	
Grade 7		5.13			17.95			76.92	
Grade 8		5.13			23.08			71.79	
All Grades		4.33			25.99			69.68	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.09			36.36			54.55	
Grade 4		0.00			36.17			63.83	
Grade 5		6.25			47.92			45.83	
Grade 6		0.00			38.78			61.22	
Grade 7		5.13			35.90			58.97	
Grade 8		2.56			43.59			53.85	
All Grades		3.97			39.71			56.32	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.64			54.55			41.82	
Grade 4		2.13			42.55			55.32	
Grade 5		8.33			52.08			39.58	
Grade 6		4.08			51.02			44.90	
Grade 7		7.69			48.72			43.59	
Grade 8		2.56			33.33			64.10	
All Grades		4.69			47.65			47.65	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1377.9	1397.3		1392.5	1406.6		1343.7	1375.2		28	32	
1	1425.4	1403.5		1446.0	1430.7		1404.4	1375.8		39	32	
2	1443.2	1456.1		1449.8	1467.3		1436.2	1444.5		30	34	
3	1461.3	1448.3		1464.0	1440.2		1458.1	1456.0		29	28	
4	1469.0	1475.1		1476.3	1470.4		1461.2	1479.6		25	27	
5	1493.7	1504.9		1493.2	1499.2		1493.9	1510.2		16	21	
6	1503.3	1495.8		1501.6	1488.7		1504.3	1502.3		29	16	
7	1500.9	1520.7		1481.1	1505.9		1519.8	1535.0		14	23	
8	1489.0	1535.3		1483.0	1511.1		1494.4	1559.1		13	17	
All Grades										223	230	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.13		25.00	15.63		42.86	65.63		32.14	15.63		28	32	
1	2.56	3.13		23.08	6.25		33.33	31.25		41.03	59.38		39	32	
2	6.67	14.71		33.33	23.53		33.33	32.35		26.67	29.41		30	34	
3	3.45	0.00		13.79	14.29		51.72	46.43		31.03	39.29		29	28	
4	12.00	0.00		16.00	40.74		32.00	33.33		40.00	25.93		25	27	
5	18.75	9.52		18.75	28.57		25.00	47.62		37.50	14.29		16	21	
6	7.14	0.00		28.57	31.25		42.86	50.00		21.43	18.75		28	16	
7	14.29	13.04		21.43	39.13		28.57	30.43		35.71	17.39		14	23	
8	7.69	11.76		23.08	29.41		23.08	35.29		46.15	23.53		13	17	
All Grades	6.76	6.09		22.97	23.91		36.49	41.30		33.78	28.70		222	230	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.25		39.29	12.50		35.71	59.38		25.00	21.88		28	32	
1	12.82	6.25		35.90	21.88		28.21	50.00		23.08	21.88		39	32	
2	16.67	23.53		33.33	29.41		26.67	41.18		23.33	5.88		30	34	
3	10.34	14.29		44.83	21.43		20.69	25.00		24.14	39.29		29	28	
4	28.00	18.52		36.00	37.04		8.00	25.93		28.00	18.52		25	27	
5	25.00	23.81		43.75	57.14		12.50	4.76		18.75	14.29		16	21	
6	17.86	12.50		39.29	43.75		25.00	25.00		17.86	18.75		28	16	
7	14.29	21.74		21.43	52.17		28.57	13.04		35.71	13.04		14	23	
8	15.38	23.53		38.46	35.29		7.69	17.65		38.46	23.53		13	17	
All Grades	14.86	16.09		37.39	32.17		22.97	32.17		24.77	19.57		222	230	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	0.00		10.71	21.88		32.14	53.13		50.00	25.00		28	32	
1	0.00	0.00		23.08	6.25		15.38	21.88		61.54	71.88		39	32	
2	6.67	8.82		20.00	23.53		36.67	20.59		36.67	47.06		30	34	
3	0.00	0.00		6.90	10.71		41.38	32.14		51.72	57.14		29	28	
4	0.00	0.00		16.00	14.81		8.00	40.74		76.00	44.44		25	27	
5	6.25	4.76		6.25	14.29		43.75	47.62		43.75	33.33		16	21	
6	7.14	0.00		3.57	12.50		50.00	43.75		39.29	43.75		28	16	
7	7.14	4.35		21.43	34.78		28.57	34.78		42.86	26.09		14	23	
8	0.00	23.53		15.38	11.76		23.08	41.18		61.54	23.53		13	17	
All Grades	3.60	3.91		13.96	16.96		30.63	36.09		51.80	43.04		222	230	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	12.50		71.43	53.13		21.43	34.38		28	32	
1	23.08	18.75		66.67	62.50		10.26	18.75		39	32	
2	16.67	14.71		56.67	73.53		26.67	11.76		30	34	
3	24.14	21.43		55.17	39.29		20.69	39.29		29	28	
4	32.00	25.93		40.00	55.56		28.00	18.52		25	27	
5	18.75	4.76		56.25	71.43		25.00	23.81		16	21	
6	21.43	6.25		46.43	81.25		32.14	12.50		28	16	
7	7.14	4.35		50.00	69.57		42.86	26.09		14	23	
8	0.00	5.88		61.54	70.59		38.46	23.53		13	17	
All Grades	18.47	13.91		56.76	62.61		24.77	23.48		222	230	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.57	3.13		67.86	68.75		28.57	28.13		28	32	
1	19.44	3.13		50.00	71.88		30.56	25.00		36	32	
2	31.82	23.53		45.45	58.82		22.73	17.65		22	34	
3	14.29	17.86		57.14	42.86		28.57	39.29		28	28	
4	43.48	14.81		34.78	62.96		21.74	22.22		23	27	
5	46.67	47.62		26.67	38.10		26.67	14.29		15	21	
6	35.71	25.00		50.00	56.25		14.29	18.75		28	16	
7	30.77	43.48		46.15	43.48		23.08	13.04		13	23	
8	33.33	29.41		25.00	41.18		41.67	29.41		12	17	
All Grades	26.34	20.87		47.80	55.65		25.85	23.48		205	230	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		53.57	81.25		46.43	18.75		28	32	
1	11.43	3.13		34.29	9.38		54.29	87.50		35	32	
2	20.00	11.76		35.00	47.06		45.00	41.18		20	34	
3	0.00	0.00		34.48	35.71		65.52	64.29		29	28	
4	0.00	0.00		32.00	44.44		68.00	55.56		25	27	
5	6.25	4.76		43.75	61.90		50.00	33.33		16	21	
6	10.71	0.00		10.71	31.25		78.57	68.75		28	16	
7	7.14	17.39		35.71	34.78		57.14	47.83		14	23	
8	0.00	23.53		30.77	23.53		69.23	52.94		13	17	
All Grades	6.25	6.09		34.13	42.17		59.62	51.74		208	230	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	15.63		32.14	56.25		46.43	28.13		28	32	
1	2.56	0.00		43.59	25.00		53.85	75.00		39	32	
2	6.67	8.82		56.67	47.06		36.67	44.12		30	34	
3	0.00	0.00		58.62	57.14		41.38	42.86		29	28	
4	0.00	0.00		32.00	70.37		68.00	29.63		25	27	
5	0.00	9.52		56.25	57.14		43.75	33.33		16	21	
6	7.14	0.00		75.00	75.00		17.86	25.00		28	16	
7	0.00	4.35		71.43	78.26		28.57	17.39		14	23	
8	0.00	17.65		53.85	70.59		46.15	11.76		13	17	
All Grades	4.95	6.09		51.80	56.96		43.24	36.96		222	230	

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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
410	**90.2**	**59.0**	**0.2**
Total Number of Students enrolled in Aptitud Community Academy at Goss.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	242	59.0
Foster Youth	1	0.2
Homeless	3	0.7
Socioeconomically Disadvantaged	370	90.2
Students with Disabilities	48	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.7
American Indian		
Asian	22	5.4
Filipino	13	3.2
Hispanic	361	88.0
Two or More Races	3	0.7
Pacific Islander		
White	4	1.0

Conclusions based on this data:

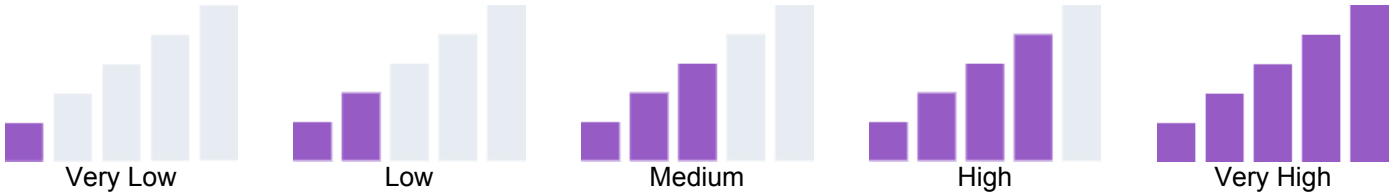
1. 46% of the students are English Learners.
2. A very high percentage of students are Socioeconomically Disadvantaged
3. 11.5% of students have a disability

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Chronic Absenteeism** High	**Suspension Rate** High
Mathematics Very Low		
English Learner Progress Low		

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
82.7 points below standard	98.0 points below standard	
246 Students	153 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
2 Students	83.1 points below standard	158.6 points below standard
	223 Students	34 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students		No Performance Level 7.9 points below standard 14 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 87.0 points below standard 220 Students	No Performance Level 1 Student		No Performance Level 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
124.3 points below standard 113 Students	23.9 points below standard 40 Students	88.5 points below standard 52 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

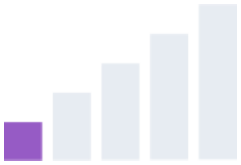
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
117.1 points below standard	122.1 points below standard	
246 Students	153 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
2 Students	118.8 points below standard	207.1 points below standard
	223 Students	34 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students		No Performance Level 23.0 points below standard 14 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 120.9 points below standard 220 Students	No Performance Level 1 Student		No Performance Level 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
147.4 points below standard 113 Students	50.7 points below standard 40 Students	137.1 points below standard 52 Students

Conclusions based on this data:

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

School and Student Performance Data

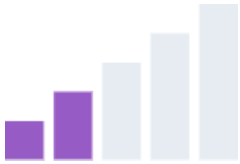
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

38.1 making progress towards English language proficiency

Number of EL Students: 176 Students

Performance Level: 2

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.

2022 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
23.3%	38.6%	0.0%	38.1%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

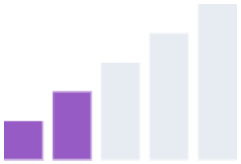
Very High	High	Medium	Low	Very Low
2	2	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
18.1% Chronically Absent	20.1% Chronically Absent	Less than 11 Students
443 Students	259 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
Less than 11 Students	17.6% Chronically Absent	36.1% Chronically Absent
5 Students	391 Students	61 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 7 Students		No Performance Level 8.7% Chronically Absent 23 Students	No Performance Level 7.1% Chronically Absent 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 19.2% Chronically Absent 391 Students	No Performance Level Less than 11 Students 4 Students		No Performance Level Less than 11 Students 4 Students

Conclusions based on this data:

1. All subgroups saw an increase in chronic absenteeism

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	4	0	0	0

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.

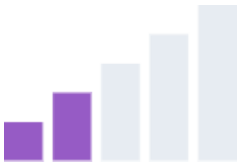
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
4.1% suspended at least one day	4.1% suspended at least one day	Less than 11 Students
467 Students	269 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
Less than 11 Students	4.7% suspended at least one day	3.2% suspended at least one day
5 Students	405 Students	62 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% suspended at least one day	0% suspended at least one day
9 Students		28 Students	14 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	No Performance Level		No Performance Level
4.7% suspended at least one day	Less than 11 Students		Less than 11 Students
408 Students	4 Students		4 Students

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.

Students will show 10% growth on the state dashboard performance indicators for Math and ELA
Tk - 3 will show 10% growth on the Benchmark Level Screener

Identified Need

Aptitud Academy found that student outcomes were lacking in both core academic areas. We conducted a detailed root cause analysis and found several contributing factors. Some of the highlights were: students struggle with foundational skills, weak vocabulary and language skills, not enough instructional practice time and the teachers do not have adopted unit plans and standards mapped through out the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Agendas for teacher collaboration days and unit plans	0 grade levels hold structured grade level collaboration with a unit map as a byproduct	All grade levels TK- 8 will have regular collaboration meetings and adopted unit plans that drive their teaching.
FastBridge aReading and aMath	Baseline -> outcome aReading MS: 30% -> 36%on level Elem: 35%-> 36% on level aMath MS: 32% -> 35% on level Elem: 32% -> 40%on level	46% of students will be on level in aReading 45% of students will be on level in aMath
Independent Reading Levels	Baseline: 25.4% of 1 - 3 students are reading on grade level Actual Outcome: 40.1% students K - 3 reading on level	50.1% of K - 3rd students will be reading on grade level as measured by their independent reading level
Classroom Observation of agreed upon look fors: for example student talk	Baseline: 3 classrooms have structured student talk opportunities	All classrooms will have observable examples of the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Actual Outcome: 9 classrooms have observable structured student talk.	school agreed up instructional look fors

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

Extended duty/ sub pay for intentional unit planning, instructional planning, and data talks with the principal

Unpack and analyze benchmark data, align with IEP data, to plan meaningful instruction for ELA and math

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)
5195.98	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeting students with disabilities and ELs

Strategy/Activity

Collaborate as a staff during regular Tuesday meetings to implement best instructional practices for differentiation (students with IEPs and advanced students)
*Anchor Charts
* Structured Talk protocols (talking chips, CM discussion cards)

Materials: anchor chart pads, materials from CM, math manipulatives connected to grade-level standards

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)
5,000	ATSI

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

Purchase SIPPS literacy intervention materials for grades 4-8 and train teachers to utilize these materials to intervene for struggling readers

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)
8,000	Title I Curricular Materials
2,000	Title I Professional Development

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

Additional hours for para professional to support with small group learning in classrooms with identified focus students and/or behavior needs

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)

9,200.53	Title I Pay extended duty hours to TK para and/or instructional aide

Strategy/Activity 5

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

Little Heroes Enrichment
Little Heroes provides extended day homework support and enrichment activities to target at-risk students

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)
7,750.00	Title I

Strategy/Activity 6

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

Supplemental Digital Platforms: Provide Supplemental Materials that are conducive to a productive learning environment:
1. Teachers and students will have access to online platforms to supplement core curricula
Elementary Wide: Mystery Science
Tk-8 Grade: teachers and support staff have access to Teacher Pay Teacher digital resources
Teachers will have a menu of programs to chose from to support grade level initiatives. such as: Math Facts, Science materials, and language and literacy
Grade levels get an allowance $500/ per grade level

Menu Ideas:
Happy Numbers
Headsprouts for TK
Ideas
XtraMath
Sum Dog
eSpark
IXL

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)
1,400	Title I Mystery Science subscription for grades TK-5 to supplement FOSS
5,000	Title I $500/ grade level budget for program of choice.
1,500	Title I Resource licenses for Teachers Pay Teachers

Strategy/Activity 7

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

School will purchase basic supplies: pencils, copy paper, dry erase markers, graph paper, spiral notebooks, pens, post its, glue sticks, headphones

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)
8,530	LCFF Supplemental/Concentration

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology: Student Devices
We are at a 1:1 ratio with student devices. All students will have access to a technology device to build digital literacy and support learning

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)
10,000	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All 4th and 5th grade students

Strategy/Activity

Science Enrichment
Science from Scientists: STEAM experts will support 4th and 5th-grade teachers to give students hands-on experiences

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)
10,000	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will be paid extended duty to plan and implement 6-week cycles of teacher-led interventions with assessment-driven lessons
Interventions will target at-risk students in ELA and Math. ELA interventions will align with Haggerty/SIPPs model and support students in developing reading and language skills.
Math interventions will target at-risk students with teacher-planned intervention based on formative assessment data

Extended Duty: $6,441
Materials: $2,500

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)
6,441	Title I
2,500	LCFF Supplemental/Concentration

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Materials
Teachers and students will have access to supplemental materials to support in class instruction for Math, ELA, Science, PE and Music

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)
4,600	LCFF Supplemental/Concentration

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lease and maintenance of teacher copier to create and duplicate supplemental materials for students.
Ongoing Lease for teacher copier $1,680
Maintenance of teacher copier $2,111.24

Overage funds for above and beyond contracted copies on teacher copier $1,000

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)
1,660	Title I Ongoing Lease for teacher copier
2,111.24	Title I Maintenance of teacher copier
1,000	Title I Overage funds for above and beyond contracted copies on teacher copier

Annual Review

SPSA Year Reviewed: 2022-23

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.

As of May 11th, 2023 Aptitud Academy was reverted back to a traditional district school from a charter. This analysis is in response to our 22-23 LCAP goals and strategies.
During the 22-23 school year we were able to provide Reading Partners, Little Heroes,Think Together expanded learning, and Tutor works after-school tutoring. 3 teachers were able to serve 12 students each holding a 6 week intervention cycle to support the building of remedial skills in math and ELA.
Staff did implement student presentations and structured student talk. Although it was present in about half of classrooms, staff reflected that more structure and intention was needed to impact student academic outcomes.

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

Due to sub shortage and work to rule in the Spring, we were unable to fully implement teacher collaboration as extended duty time.
Aptitud teachers did not require additional funds for professional development conferences due to all PD being provided by the Alum Rock School District.

School Site Council voted in February and April to move funds to be able to use them as additional field trip funds to expand student opportunities.

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.

Aptitud administration and staff will continue to build structures, routines and instructional supports to continue to close the achievement gap and meet the goals around teacher collaboration to serve students' academic experience. Due to Aptitud being identified as an ATSI school we did add additional strategies to support Students with disabilities around academic progress in Math and ELA as well as chronic absenteeism. These strategies can be found under SPSA Goal 1 and Goal 4.

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 EL metric

Identified Need

Upon analyzing our student outcomes we found that our EL subgroup was the neediest of the student population. Students are not reclassifying at an appropriate rate and we have many students not making adequate progress in ELD nor academics. It was found that our implementation of ELD strategies was inconsistent and we did not have strong metrics to measure their growth outside of the annual ELPAC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom walkthroughs to measure use of visual and oral supports appropriate for ELs	46% of teachers are found to use visual or oral supports	90% of classrooms visited will demonstrate evidence of best practice EL strategies as identified by staff (i.e. sentence frames, visuals, graphic organizers)
Intentional planning of language development as measured in lesson plans and classroom walkthroughs.	All teachers have participated in EL Toolkit training	All teachers will have implemented language development best practices (from EL Toolkit or CM) as measured by intentional planning in lesson plans and classroom walkthroughs.
ELPAC	Less than 1% of our eligible ELs reclassified	50% of eligible ELs will reclassify as English proficient
EL Progress on Dashboard	13.3% ELs grew 1 level or more	All ELs will grow by one proficiency level

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

Administrators and teachers will engage in planning time spent analyzing data, utilizing EL Tool Kit to plan and implementing consistent ELD practices

Unpack and analyze ELPAC data, align with IEP data, to plan meaningful instruction for all students

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)

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

Instructional Para to lead small group intervention with newcomers at grades 6-8 and 4-5 (1 5 hour position funded by the district)
Curricular Support: Newcomers
Materials:
Inside the USA (6 - 8)
Inside the US (4th - 5th)

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)
2,800	Title I

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

Curricular Support: Designated ELD
ELs will receive small group instruction utilizing designated ELD materials from Cengage Learning (Our World 1st - 5th, Timezones 6th -8th)

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)
9,500	Title I

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

Use Imagine Learning as a language intervention for all English Learners Tk -2 and newcomers (3rd-8) with extra licenses for 3rd - 8th graders
$1000

Headphones with Microphones
$500.00

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)
1000.00	Title I Extra licenses for Imagine Learning
500.00	Title I microphone/headphones to utilize Imagine Learning Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All ELs

Strategy/Activity

Supplemental Materials for Integrated ELD
Provide Supplemental Materials that are conducive to a productive learning environment:
(ie CM discussion cards, talking sticks 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)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All ELs

Strategy/Activity

Family Engagement
The admin team and the community liaison will hold monthly ELAC meetings to support families of English Language Learners. ELAC meetings will offer academic support, create feedback space around programming and inform parents of standards, testing requirements, and programming available to ELs

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: 2022-23

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.

As of May 11th, 2023 Aptitud Academy was reverted back to a traditional district school from a charter. This analysis is in response to our 22-23 LCAP goals and strategies.
During the 2022-23 school year, the Aptitud staff focused on language development, increased student voice in classrooms during instruction, using student presentations to drive the

development of these practices. Staff used collaboration Tuesdays to align rubrics and plan impactful student projects.
Furthermore, teachers participated in a second session of EL Toolkits, utilizing their classroom roster data with the tool kit book to plan effective, targeted EL supports into their lessons. Although this practice was completed, the implementation and visualization of EL strategies in the classroom were limited.
Another strategy we implemented was the use of targeted Level 1 ELD materials for an intervention group run by our instructional support para. While ELPAC data is not yet available, initial qualitative data is that newcomer students are more vocal in conversational English and are more likely to engage in classroom conversations.

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

Due to credentialing changes, we pivoted after quarter 1 and moved from designated leveled ELD to small groups led by grade level teachers during an advisory period. Fidelity to this model was not high. 33% of teachers continued with designated ELD during this time.

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.

Because of the success with the small group intervention for newcomers, with the instructional para we have added to this strategy. For the 22-23 school year we will implement a newcomer support. intervention for grades 4-8. In addition, we will be using Designated ELD materials from Cengage Learning to support EL development grades 1st - 8th

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 genuine relationships and see our students and teachers as humans first. We will continue to implement SEL practices with a Restorative Justice lens. Our metric is to continue to increase our positive response scores on the Panoramic Survey amongst staff, students and families by 10%

Identified Need

The data from Panorama showed that we were making gains in elementary school, but not in middle school in the area of school connectedness. In the Spring of 2023, there was a dip schoolwide. There was a large drop in the staff data on feeling connected, it is hypothesized that this is due to limited staff meetings together. Another large area of need for students and parents is in the area of safety. Listed within the survey are name-calling, online bullying, and hitting or rough play.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
eSchool Discipline Data	4.1% of students suspended	3% suspensions
Attendance Data	18.1% chronically absent	10% chronically absent
Panorama Data: Safety	53% of elementary students feel safe 59% of middle school students feel safe 58% of ES staff feel safe 64% of MS staff feel safe	95% of staff and students will feel safe
Panorama Data: School connectedness	67% of elementary students feel connected 59% of middle school students feel connected 62% of ES staff feel connected 80% of MS staff feel connected	95% of staff and students will feel connected

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: targeting though who are labeled as chronically absent

Strategy/Activity

Monthly attendance incentive activities (Fun Fridays)
Invite all students to Fun Friday for 0 unexcused absences
Ideas;
Dance Parties
Movie and popcorn in the cafeteria
STEAM lesson
extra recess

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)

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

Extended Duty Engagement Committee
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

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)

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

ASB Engagement
Engage ASB officers into increasing participation student events and spirit activities to build a sense of belonging

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)

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

Teachers will implement character education
Kimochis: Tk - 3rd
Second Step: 4th - 8th

Kimochis SEL curriculum
Equip teachers with Kimochi tools and scope and sequence to deepen communication skills and emotional strategies for elementary classrooms
Second Step: Purchase curriculum and contract out professional development to support implementation

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)
5000.00	Title I Second Step Curriculum and PD session

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Chronically Absent students

Strategy/Activity

Community Liaison and the administration team will work closely using the A2A system to track at-risk attendance students and set growth goals during parent attendance conferences.
Community Liaison will be responsible for home visits to students who are listed with extensive absences, excused or unexcused.

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Academic Study Trips
Academic study trips and assemblies including Science Camp for 5th-grade students to reinforce standards-based concepts, and themes from the curriculum, and build necessary background knowledge by giving students a variety of life experiences. They are meant to give students enrichment opportunities off of campus. Each grade level may travel on up to three academic trips per year. The budget per grade level is: $1,710 for Transportation and $125 for admission

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)
17,100	Title I bus transportation
1,250	Title I outdoor ed tickets
10,000	Title I Science Camp admission
11,000	LCFF Supplemental/Concentration Science Camp admission

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will engage in Professional Development around Conscious Classroom Management/ Responsive Classroom/Trauma-informed education to support the needs of mental wellness in the classroom to ensure all students are supported and able to access instruction.

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)
7,500	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Expect Respect
Partner with Project Cornerstone to bring "Expect Respect" A team of student leaders will be charged with running anti-bullying and kindness campaigns to increase positive student interactions

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)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hold student recognition tied to character trait of the month: These assemblies give the student body an opportunity to see exemplars of behaviors and celebrate personal victories.

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)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School will partner with Little Heroes to build sportsmanship from elementary age and provide safe, structured play and healthy living habits. They also will partner to run an afterschool program targeting students with academic needs and leadership potential

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)
13250	LCFF Supplemental/Concentration

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students grades 3 - 8

Strategy/Activity

Students in grades 3- 8 will have the opportunity to engage in afterschool sports or weekend tournaments through Little Heroes.
Students will engage in Cross Country, soccer, basketball, volleyball, flag football and other group sports.
Fees include but are not limited to: league fees, coaching stipends, referees, venue rent, AD stipend, equipment, uniforms.

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)
20408.78	LCAP Central Sports Budgets 1000-1999: Certificated Personnel Salaries
2500.00	LCAP Central Sports Budgets Equipment

2220.00	LCAP Central Sports Budgets League fees, referees, venue rent
7500.00	LCAP Central Sports Budgets bus transportation

Annual Review

SPSA Year Reviewed: 2022-23

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.

As of May 11th, 2023 Aptitud Academy was reverted back to a traditional district school from a charter. This analysis is in response to our 22-23 LCAP goals and strategies.
Our focus this year became on increasing student/adult relationships and utilizing circles and morning meetings to build community within classrooms. During staff development, we implemented 5:1, where adults are encouraged to greet students with positive interactions and ensure that they use more positive interactions than negative or corrective ones. Furthermore, we were able to bring student voice to life through: ASB student leadership, Wellness Warriors through the wellness center, and Expect Respect, a student group to run campaigns around student issues.

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

Due to the attention and time needed to support academic initiatives from Goal 1 many of the Goal 3 initiatives did not take place in the way that was planned. Aptitud also has a partnership with SCCOE which allows our campus to have a wellness center. We chose to partner with SEEDs, however, they could not find a staff member to facilitate our staff development. We moved to support through the SCCOE PBIS group to support us with intentionally planning around our Panorama data.

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 continue to use the same outcomes and metrics, connected to our Panorama data. Within Goal 3 many of the strategies and activities have shifted to internal structures and systems we have already in place at Aptitud. Due to our ATSI status for students with disabilities, there is a specific strategy targeting attendance.

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.
Increase parent engagement, parent participation and volunteer hours by 50%

Identified Need

During stakeholder sessions it was a constant theme, to share ideas about how to raise parent knowledge of academic programming, strategies and results as well as gain more participation. For night event meetings, we had an average of 5 parents per meeting.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Agendas/sign ins for school committee meetings (SSC/ELAC)	Baseline: 2- 4 parents per meeting participated	10 parents, representing the grades equally, will participate in school committees
Sign ins for parent information nights	Baseline: 5 - 7 parents per meeting participated Actual : 40% of parents attending night events 12 regular parents attending cafecitos	50% of parents will participate in informational nights
Sign ins for academic nights	Baseline: 0 parents participated (on zoom) Actual: 35 parents came in Fall of 2022, by Spring of 2023 we had 43% of parents.	50% of targeted audience will participate in the academic nights

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

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)

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

Informative Nights
Schedule informative and enrichment events for parents: Coffees with the principal, Walk-a-thons, English Classes, STAR Night, ELAC, School Site Council, LCAP Meetings, Back-to-School Night, Open House, Math/Literacy Night

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)

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

Celebratory Engagement
Conduct monthly student of the month recognition assemblies to praise students for their attendance, behavior, and academic performance.

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)

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

Los Dichos
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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Advertisement
Encourage parent volunteer hours with family friendly events:
1. Community Liaison will advertise on all channels, make calls and promote events on school marquee

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Enrichment Activities
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)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hold Monthly Parent/ Staff education info nights with specific topics:
Attendance
Growth Mindset
Behaviors
Deescalation
Social Media Impact
Homework Support/checking HAC
Teacher/Parent conferences

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: 2022-23

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.

As of May 11th, 2023, Aptitud Academy was reverted back to a traditional district school from a charter. This analysis is in response to our 22-23 LCAP goals and strategies.
With the return to in-person events we saw a slow increase of parents returning to campus. Events that feature student work and fun activities such as Wellness Night, band concerts, and art shows tend to bring more attendance. We did also attempt to bring Los Dichos back to support students in

building bi-cultural literacy. However, the success and impact were limited as our community liaison struggled to find a schedule that supported all classes with her core of 4 volunteers.

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 found that parents still prefer paper fliers compared to digital reminders on Parent Square. Also, our Panorama response rates were higher in the fall when the survey was available in print, and then entered by support staff.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to the outcomes, metrics for the 23-24 school year. The Aptitud Staff intends to build on what we have begun. One strategy that is different is the series of parent engagement topics pre-selected with the hopes of co-training staff to ensure an improvement in parent engagement and understanding of their child's academic program.

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/ATSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$203,417.53

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	$125,908.75

Subtotal of additional federal funds included for this school: $125,908.75

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 ($)
ATSI	$5,000.00
LCAP Central Sports Budgets	$32,628.78
LCFF Supplemental/Concentration	$39,880.00

Subtotal of state or local funds included for this school: $77,508.78

Total of federal, state, and/or local funds for this school: $203,417.53

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	111,829.00	-14,079.75
LCFF Supplemental/Concentration	39,880.00	0.00
LCAP Central Sports Budgets	32,628.78	0.00
ATSI	5000.00	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

0 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Rebecca Williams	Principal
Melissa Walters	Classroom Teacher
Lonny Lovins	Classroom Teacher
Bryan Rios	Classroom Teacher
Brenda Andrade	Parent or Community Member
Norma Pimental	Parent or Community Member
Rhianna Diaz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: 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 May 16, 2023.

Attested:

Principal, Rebecca Williams on 5/16/23
SSC Chairperson, Brenda Andrade on 5/16/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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