

The Single Plan for Student Achievement

School: Aptitud Community Academy at Goss
CDS Code: 43-69369-6046247
District: Alum Rock Union Elementary School District
Principal: Maria Teresa Manzanedo
Revision Date: October 28, 2/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Maria T. Manzanedo
Position: Principal
Phone Number: (408) 928-7656
Address: 2475 Van Winkle Lane
San Jose CA, 95116
E-mail Address: maria.manzanedo@arUSD.org

The District Governing Board approved this revision of the SPSA on December 12, 2017.

Table of Contents

School Vision and Mission	4
School Profile	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	9
School and Student Performance Data	10
CAASPP Results (All Students)	10
ELPAC Results	14
Planned Improvements in Student Performance	15
School Goal #1	15
School Goal #2	24
School Goal #3	34
School Goal #4	37
School Goal #5	41
School Goal #6	44
School Goal #7	47
School Goal #8	49
Centralized Services for Planned Improvements in Student Performance	51
Centralized Service Goal #1	51
Centralized Service Goal #2	52
Centralized Service Goal #3	53
Centralized Service Goal #4	54
Centralized Service Goal #5	55
Summary of Expenditures in this Plan	56
Total Allocations and Expenditures by Funding Source	56
Total Expenditures by Object Type and Funding Source	56
Total Expenditures by Funding Source	57
Total Expenditures by Object Type	58
Total Expenditures by Goal	59
School Site Council Membership	60
Recommendations and Assurances	61

School Vision and Mission

Aptitud Community Academy at Goss's Vision and Mission Statements

Mission

Aptitud Community Academy at Goss' mission is to provide the highest quality elementary education to the children of the Capitol Park Neighborhood. We will establish a school structure that instills in our students' habits of a healthy lifestyle as a path to reaching their potential, academically and as productive citizens.

Vision

At Aptitud Community Academy at Goss, we believe that every child deserves to learn in an active and healthy environment. The Academy is committed to high-quality instruction with the rigor, resilience and relationships required to create college bound and career ready leaders in our society.

School Profile

Grades: T4 - 8th

School Type: Public

Student Enrollment: 437

Students Per Teacher: T4/TK - 24 students/teacher, K-3 24 students/teacher, 4th-8th 33 students/teacher

After school program: City Year

Demographics:

Gender: Male - 51.95%, Female 48./5%

Ethnicity: Hispanic - 87.17%, American Indian or Alaskan Native - .46%, Asian 6.18%, African American - 1.14%, Pacific Islander 3.66%, White 1.14%, Multiple - .25%

Language Proficiency: Redesignated Fluent English Proficient 24.71%, English Learners 53.09%, English only 19.91%, Fluent English Proficient, 2.29%

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).

Student, parent, and teacher surveys are used throughout the year to get input from everyone on priorities, schools climate, school culture, parental involvement, etc. The results of these surveys will be compiled at the end of the 2018-2019 school year.

Classroom Observations

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

Aptitud provides formal and informal classroom observations during the school year. Formal observations happen at least twice per year for all new probationary staff and every two years for permanent staff. Informal observations happen as classroom walkthroughs by the principal and assistant principal, on a monthly basis and by district personnel on a monthly basis. During observations, a summary of findings include:

Results-Oriented Leadership

- School leaders demonstrate strong values, beliefs, and instructional program expectations

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

1. 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 August teachers are given opportunities to analyze the standardized testing data from their prior class in order to reflect on the most and least effective components of their instructional program. They are also given the standardized test scores for their new class and take the time to see where individual students have excelled and where they have struggled. Teachers are also given opportunities to collaborate and to backward map their instruction aligned to the new common core standards and assessments, and quizzes from the math and language arts programs. In addition, at the beginning of the school, we administer the i-Ready diagnostic assessment in reading and math. Grade-level teams meet on a monthly basis through the year to analyze data and to develop action plans for improving instruction in order to improve future results.

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

Aptitud Community Academy at Goss has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers through Illuminate, Data Zone, and Benchmark 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. Data Zone, Illuminate and Benchmark also allow administrators to assess the effectiveness of curriculum and support intervention programs.

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

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

- Nine Aptitud teachers have participated in the five-day Constructing Meaning training. This is a training aimed at supporting English learners with strategies that will support instruction and faster English language acquisition.
- All teachers participate in school and district-sponsored grade level meetings for the Collaborative Assessment of Student Learning (CASL) process.
- Occasional teacher-led Thursday afternoon professional development series includes topics such as:

1. Illuminate, Benchmark, Technology integration

2. Explicit Direct Instruction math lessons using whiteboards for guided practice.

3. PBIS

4. The technology component of the science curriculum

5. Cooperative Learning strategies for improving English Language Development

6. Constructing Meaning

7. i-Ready

8. Envision Math

6. 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.

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

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

Teaching and Learning

8. 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.

9. 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.

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

At Aptitud intervention takes many forms. Every classroom implements 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 on a daily one on one intervention. Fifty-five to 70 target students in all grades receive intensive one on one tutoring with City Year Corps members during the school day 3-5 days a week. Over 80 students participate in before and after school intervention programs in the winter and spring taught by classroom teachers. The intervention classes target students with identified instructional needs.

11. 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.

12. 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 eighth 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

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

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

- Staff development is provided in differentiated instructional practices in the areas of ELA and math.
- The Principal 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 every classroom to allow time for teachers to work with small groups of learners on specific areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using tools such as the assessment wall.
- 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.

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

Parental Involvement

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

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

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

16. 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

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

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

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

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

Low parental involvement.

Move all BB/FBB to basic and above.

Students not scoring P/A will make 1.5 years growth on i-Ready diagnostic assessment

90% of K-2nd graders will score CORE on EOY Essential Skills

3,000,000 minutes student reading goal (City Year)

80% of CY students tutored will score CORE or make adequate progress

20% of ELs will reclassify

80% of parents will complete the 35 hours per family volunteer

55% of students will meet or exceed standards on SBAC

75% of 5th graders will score P/A on the Science State Test

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	55	55	52	55	55	52	55	55	96.3	100	100
Grade 4	56	55	56	55	54	55	55	54	55	98.2	98.2	98.2
Grade 5	62	59	49	61	59	49	61	59	49	98.4	100	100
Grade 6	40	46	49	39	46	48	39	46	48	97.5	100	98
Grade 7	42	36	42	40	36	42	39	35	42	95.2	100	100
Grade 8		39	35		39	35		39	35		100	100
All Grades	254	290	286	247	289	284	246	288	284	97.2	99.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2375.4	2349.3	2340.3	6	1.82	1.82	13	5.45	14.55	37	32.73	16.36	44	60.00	67.27
Grade 4	2425.8	2408.5	2387.8	11	3.70	3.64	18	16.67	14.55	24	31.48	21.82	47	48.15	60.00
Grade 5	2454.0	2399.5	2452.2	10	1.69	6.12	20	8.47	18.37	25	16.95	34.69	46	72.88	40.82
Grade 6	2491.5	2497.9	2452.9	8	10.87	2.08	26	13.04	20.83	33	47.83	25.00	33	28.26	52.08
Grade 7	2548.3	2505.8	2499.0	13	2.86	4.76	41	31.43	16.67	21	28.57	40.48	26	37.14	38.10
Grade 8		2550.0	2519.6		12.82	2.86		33.33	25.71		28.21	42.86		25.64	28.57
All Grades	N/A	N/A	N/A	9	5.21	3.52	22	16.32	17.96	28	30.56	28.87	41	47.92	49.65

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	1.82	9.09	42	38.18	30.91	48	60.00	60.00
Grade 4	11	3.70	1.82	40	59.26	45.45	49	37.04	52.73
Grade 5	10	1.69	4.08	33	33.90	61.22	57	64.41	34.69
Grade 6	10	8.70	4.17	54	43.48	37.50	36	47.83	58.33
Grade 7	13	8.57	9.76	49	57.14	41.46	38	34.29	48.78
Grade 8		17.95	11.43		41.03	37.14		41.03	51.43
All Grades	11	6.25	6.36	42	44.79	42.40	47	48.96	51.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	3.64	0.00	44	30.91	27.78	48	65.45	72.22
Grade 4	13	0.00	3.64	49	61.11	40.00	38	38.89	56.36
Grade 5	11	5.08	6.12	43	35.59	65.31	46	59.32	28.57
Grade 6	15	15.22	6.25	36	43.48	37.50	49	41.30	56.25
Grade 7	46	14.29	14.63	31	48.57	48.78	23	37.14	36.59
Grade 8		30.77	5.71		46.15	65.71		23.08	28.57
All Grades	17	10.07	5.67	41	43.75	46.10	41	46.18	48.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	1.82	1.82	69	50.91	50.91	23	47.27	47.27
Grade 4	7	7.41	3.64	67	46.30	61.82	25	46.30	34.55
Grade 5	8	1.69	2.04	56	42.37	59.18	36	55.93	38.78
Grade 6	5	8.70	6.25	79	67.39	58.33	15	23.91	35.42
Grade 7	10	5.71	0.00	72	48.57	56.10	18	45.71	43.90
Grade 8		17.95	2.86		64.10	60.00		17.95	37.14
All Grades	8	6.60	2.83	67	52.43	57.60	25	40.97	39.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	3.64	7.27	50	47.27	38.18	37	49.09	54.55
Grade 4	13	14.81	7.27	58	46.30	50.91	29	38.89	41.82
Grade 5	21	3.39	18.37	56	28.81	40.82	23	67.80	40.82
Grade 6	18	21.74	8.33	62	56.52	50.00	21	21.74	41.67
Grade 7	31	20.00	9.76	49	42.86	56.10	21	37.14	34.15
Grade 8		28.21	8.57		48.72	62.86		23.08	28.57
All Grades	19	13.89	9.89	55	44.44	48.76	26	41.67	41.34

Conclusions based on this data:

1. 77 out of 243 students met or exceeded proficiency on CAASPP.
2. 6th graders had the most students meeting the standard.
3. All grades showed growth in their performance on state assessments

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	55	55	52	55	55	52	55	55	96.3	100	100
Grade 4	56	55	56	55	55	55	55	55	55	98.2	100	98.2
Grade 5	62	59	49	62	59	49	62	59	49	100	100	100
Grade 6	40	46	49	39	46	49	39	46	49	97.5	100	100
Grade 7	42	36	42	42	36	42	40	36	42	100	100	100
Grade 8		39	35		39	35		39	35		100	100
All Grades	254	290	286	250	290	285	248	290	285	98.4	100	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2390.0	2373.7	2364.2	0	3.64	7.27	23	10.91	9.09	37	32.73	20.00	40	52.73	63.64
Grade 4	2436.6	2437.4	2412.0	2	7.27	7.27	13	25.45	10.91	64	29.09	34.55	22	38.18	47.27
Grade 5	2456.9	2415.7	2462.8	8	1.69	6.12	11	1.69	14.29	29	22.03	36.73	52	74.58	42.86
Grade 6	2450.1	2469.7	2428.1	3	4.35	2.04	8	10.87	6.12	31	28.26	24.49	59	56.52	67.35
Grade 7	2519.1	2490.5	2497.6	5	2.78	9.52	23	25.00	4.76	50	25.00	33.33	23	47.22	52.38
Grade 8		2527.1	2504.4		10.26	8.57		23.08	8.57		30.77	42.86		35.90	40.00
All Grades	N/A	N/A	N/A	4	4.83	6.67	15	15.17	9.12	42	27.93	31.23	39	52.07	52.98

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	7.27	12.73	33	38.18	20.00	60	54.55	67.27
Grade 4	4	18.18	14.55	36	30.91	25.45	60	50.91	60.00
Grade 5	15	1.69	6.12	19	18.64	38.78	66	79.66	55.10
Grade 6	0	4.35	2.04	26	19.57	18.37	74	76.09	79.59
Grade 7	15	16.67	14.29	45	30.56	21.43	40	52.78	64.29
Grade 8		15.38	11.43		46.15	31.43		38.46	57.14
All Grades	8	10.00	10.18	31	30.00	25.61	60	60.00	64.21

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	7.27	10.91	50	40.00	27.27	42	52.73	61.82
Grade 4	2	9.09	5.45	53	50.91	41.82	45	40.00	52.73
Grade 5	11	1.69	4.08	29	23.73	48.98	60	74.58	46.94
Grade 6	5	13.04	2.04	38	26.09	30.61	56	60.87	67.35
Grade 7	13	11.11	9.52	50	30.56	40.48	38	58.33	50.00
Grade 8		17.95	11.43		43.59	42.86		38.46	45.71
All Grades	8	9.31	7.02	44	35.86	38.25	49	54.83	54.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	3.64	7.27	62	49.09	36.36	33	47.27	56.36
Grade 4	4	12.73	10.91	58	40.00	41.82	38	47.27	47.27
Grade 5	3	1.69	6.12	48	35.59	42.86	48	62.71	51.02
Grade 6	3	8.70	2.04	54	36.96	34.69	44	54.35	63.27
Grade 7	20	8.33	7.14	58	52.78	61.90	23	38.89	30.95
Grade 8		17.95	14.29		48.72	42.86		33.33	42.86
All Grades	6	8.28	7.72	56	43.10	42.81	38	48.62	49.47

Conclusions based on this data:

1. Fifth graders demonstrated the highest performance and growth among all grades
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

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading/Language Arts
LEA 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.
SCHOOL 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.
Data Used to Form this Goal:
Local assessments, Curriculum based assessments, Supplemental skills assessments, CST (fifth grade and eighth grade in science and fifth grade and seventh grade in physical fitness).
Findings from the Analysis of this Data:
Students did not meet adequate yearly progress in ELA.
How the School will Evaluate the Progress of this Goal:
Regular and careful monitoring of student progress on a series of assessments. Teachers will meet with grade level teams weekly with administration on a monthly basis to analyze assessment results and student progress. Teachers will participate in professional development opportunities being offered by the district.

Strategy #1:
Establish support structure to effectively implement the Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement: 1. Informational meetings to educate parents about the Common Core standards and how they can participate in moving their children towards mastery. 2. Newsletters and other informational documents sent to all students' homes with important	1. Sept- May	Maria Manzanedo	paper, copies	4000-4999: Books	Title I	500
	2. Sept –May			And Supplies		
	3. Sept – May		Fingerprints	4000-4999: Books	Title I	200
	4. Sept- May			And Supplies		
	5. Sept – May		Refreshments	4000-4999: Books	Title I	285.85
	6. Oct – May			And Supplies		
	7. Nov, Jan, March					
	8. Sept – May		materials, refreshments	4000-4999: Books	Title I	500
	9. Aug, May, June			And Supplies		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>information about the academic programs.</p> <p>3. The SST process includes parents in addressing the particular needs of referred under-performing students.</p> <p>4. Provide volunteer opportunities for parents and community organizations such as Junior Achievement, City Year, and Little Heroes to participate in the education of our students.</p> <p>5. Increase parents' knowledge and involvement in student academic progress in ELA through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, ELAC, PTA, Principal's Coffees, etc.)</p> <p>6. Host parenting, technology, and/or ESL classes for parents and community members.</p> <p>7. Host parent meetings for at-risk students to help them learn how best to help their children with academic tasks.</p> <p>8. Host literacy nights, Read Across Aptitud Days, Under the Stars" and other events to get parents on campus reading with their children.</p> <p>9. Kindergarten Orientation meetings in the spring and fall are a forum to inform parents of incoming Kindergarten students of the expectations we have of them and their children. Materials are provided at the meeting that facilitates them working at home with their children.</p> <p>10. Kindergarten teachers and administration meet with Kidango pre-school staff to discuss curriculum and assessments.</p>	<p>10. May</p> <p>11. March- June</p> <p>12. Sept - June</p> <p>13. Sept. - June</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>11. Families from the pre-school are given the opportunity to visit the kindergarten classes in session, to meet the teachers, and to learn about the expectations in Aptitud Kindergarten.</p> <p>12. Provide meaningful homework for students to accomplish with the support of their families and/or the after-school program. Provide a folder or agenda book for organizing homework tasks.</p> <p>13. Conduct monthly student of the month recognition assemblies to praise students for their attendance, behavior, and academic performance.</p>						
<p>Standards, Assessments, and Accountability:</p> <p>1. Teachers meet regularly to analyze student learning and consider new strategies and best practices.</p> <p>2. Teacher collaboration meetings give teachers opportunities to monitor student progress towards standards.</p> <p>3. Ongoing assessments using a variety of measures.</p> <p>4. Analyze the results of Smarter Balanced, Assessments and other local assessments to identify areas for greater focus.</p> <p>5. Expose students to common core like questions through the use of the Released Test Questions and other research-based supplemental programs.</p> <p>6. Grade Level teachers develop local</p>	<p>1. Aug - June</p> <p>2. Sept - June</p> <p>3. Aug - June</p> <p>4. Aug - May</p> <p>5. Sept - April</p> <p>6. Aug - May</p> <p>7. Aug - June</p> <p>8. Oct - June</p> <p>9. Aug-June</p>	Maria Manzanedo	<p>Substitute Teachers</p> <p>Extended Duty</p> <p>Certificates, etc.</p> <p>Technology *</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>8000</p> <p>5100</p> <p>100</p> <p>30244</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assessments when necessary. 7. All teachers have the use of a laptop computer in order to access student data. 8. Student achievement is recognized and celebrated with certificates and other rewards. Student assessment results in key areas are posted on charts in the classrooms that are visible to the 9. Instructional Common Core practice using technology (i-Ready, Google Docs etc.)						
Staffing and Professional Development: 1. Staff receives professional development in the analysis of assessment data and the data management systems. 2. Staff development is offered to teachers, administrators, and other staff in best practices for addressing common core using district-adopted curriculum. 3. Professional development is offered in Benchmark Universe and other subjects 4. Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices. 5. Teachers are given release time to collaborate with grade-level teams, view model lessons, and visit other classrooms. 6. Teachers, administrators and support staff are given opportunities to attend relevant professional development workshops and	1. Sept - Jan 2. Aug - May 3. July & Aug 4. Nov 5. Aug - June 6. Aug - June 7. Sept - May 8. July - Aug 9. Aug - June		Registrations, expenses	1000-1999: Certificated Personnel Salaries	Title I	3400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
conferences. 7. Relevant educational literature is provided for teachers and staff.						
<p>Opportunity & Equal Educational Access:</p> <p>1. Under-performing students are targeted for extended learning time in intervention programs before or after-school.</p> <p>2. Students are identified for extended learning time and tutoring during the school day based on ongoing assessment results.</p> <p>3. Volunteers, City Year leaders, and others work in the regular classroom providing additional support to the academic program.</p> <p>4. Reading Partners will provide one on one tutoring to students that are up to 2 years below grade level</p>	<p>1. Sept - June</p> <p>2. Sept - June</p> <p>3. Aug - June</p> <p>4. Aug - June</p> <p>5. Aug - June</p> <p>Aug - June</p>	Maria Manzanedo	Extended Duty	1000-1999: Certificated Personnel Salaries	Title I	10000
<p>Teaching and Learning:</p> <p>Define steps to intended outcomes:</p> <p>1. All core and supplemental ELA curricular materials are aligned to standards.</p> <p>2. Standards-based supplemental ELA curricular materials and supplies are made available to all teachers.</p> <p>3. Site Administrator(s) observes classrooms on a daily basis and provides immediate feedback to the teacher.</p> <p>4. Daily lesson plans focus on lesson objectives</p> <p>5. Classroom and school libraries have ample selection of appropriate grade-level materials</p> <p>6. Equipment and supplies necessary</p>	<p>1. Aug - June</p> <p>2. Aug - June</p> <p>3. Aug - June</p> <p>4. Aug - June</p> <p>5. Aug - June</p> <p>6. Aug - June</p>	Maria Manzanedo	paper, copier lease, maintenance	4000-4999: Books And Supplies	Title I	8740

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
to duplicate curricular and supplemental language arts material, including homework, is available and well maintained.						

Strategy #2:

Guide teachers to utilize formative ELA assessment data to support all students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Describe reform strategies that allow all students to meet/exceed standards: 1. A Response to Intervention model is implemented in some grade levels in language arts. Leveled groups are carefully monitored and students move between groups as the assessments show growth. 2. i-Ready diagnostic assessment will be given three times a year. Certificates of recognition and other prizes are given as motivators to students who meet i-Ready goals. 3. Students are given opportunities to participate in academic competitions such as the Spelling Bee and the STEAM Fair.	1. Sept - June 2. Sept - June 3. Dec - June	Maria Manzanedo	Technology *	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	20600
Provide strategies responsive to student needs: 1. An intervention curriculum (Language Live) is taught as the core language arts curriculum for students in grades 3-5 who are two or more years below grade-level.	1. Aug - June 2. Aug - June 3. Oct - June	Maria Manzanedo	Technology *	5000-5999: Services And Other Operating Expenditures	Title I	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Relevant, standards-based software programs (such as Levered Math, Splash Math) are available in all classrooms to facilitate instruction and to provide meaningful workshop activities in most grade levels.</p> <p>3. Academic study trips and assemblies including Science Camp for 5th grade students reinforce standards-based concepts, themes from the curriculum, and build necessary background knowledge by giving students a variety of life experiences.</p>						
<p>Increased learning time:</p> <p>1. Daily instructional minutes schedule is developed by grade-level teams in collaboration with administration.</p> <p>2. District curriculum guides for ELA curriculum is followed carefully.</p> <p>3. Students may be placed in leveled groups for part or all of their ELA instruction. Flexible groups are monitored and students are regrouped as they progress.</p> <p>4. The workshop component of the curriculum is implemented in every classroom.</p> <p>5. Before- and after-school, and Saturday classes provided extended learning time for target students in language arts.</p>	<p>1. Aug - June</p> <p>2. Aug - June</p> <p>3. Aug - June</p> <p>4. Aug - June</p>	Maria Manzanedo				
<p>Provide an environment conducive to learning:</p> <p>1. Enough computers and a printer are available and maintained in every</p>	<p>1. Aug - June</p> <p>2. Aug - June</p> <p>3. Aug - June</p> <p>4. Aug - June</p>	Maria Manzanedo	printer ink	4000-4999: Books And Supplies	Title I	7267

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
classroom. 2. Teachers have access to LCD projectors and technology that supports full engagement of students (Promethean Boards, remote responders, etc.) 3. All classrooms are equipped with necessary items to fully and effectively implement curriculum such as area rugs, whiteboard easels, chart paper, overhead timers, globe, etc. 4. The school library is home to a wealth of literature and reference resources for students to use at school and to check out for home.						

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learner Progress
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
English Learners will have the required skills to reach grade level standards/proficiency.
Data Used to Form this Goal:
Math scores from 2017 SBAC Test
Findings from the Analysis of this Data:
School-wide we did not met AYP and our targeted subgroups of English Learners and Hispanic/Latino students did not meet AYP either.
How the School will Evaluate the Progress of this Goal:
Regular and careful monitoring of student progress on a series of assessments. Teachers will meet grade level teams weekly and with administration at least quarterly to analyze assessment results and student progress.

Strategy #1:
Provide information and workshops to inform the community about Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement: 1. Informational meetings to educate parents about the Common Core standards and how they can participate in moving their children towards mastery. 2. Newsletters and other informational documents sent to all students' homes with important information about the academic programs. 3. The SST process includes parents in addressing the particular needs of referred under-performing students. 4. Provide volunteer opportunities for parents and community organizations such as Junior Achievement, City Year, and Little Heroes to participate in the education of our students. 5. Increase parents' knowledge and involvement in student academic progress in ELA through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, ELAC, PTA, and Principal's Coffees) 6. Host classes for parents and community members. 7. Host parent meetings for at-risk students to help them learn how best to help their children with academic tasks. 8. Host literacy nights, Read Across Aptitud Days, EPIC Reader, "EPIC!. Under the Stars" and other events to get parents on campus reading with their children. 9. Kindergarten Orientation meetings in the spring and fall are a forum to inform parents of incoming Kindergarten students of the expectations we have of them and their children. Materials are provided at the meeting that	1. Sept- Jan 2. Aug –May 3. Oct-June 4. Sept- June 5. Aug-June 6. Nov, January, March 7. Nov 8. Aug, May, June 9. Aug-June	Maria Manzanedo	refresments materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Title I	200 2200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Standards, Assessments, and Accountability: (Comprehensive assessment and analysis of data)</p> <p>1. Teachers meet regularly to analyze student learning in math and consider new strategies and best practices.</p> <p>2. Teacher collaboration meetings give teachers opportunities to monitor student progress in towards math standards.</p> <p>3. Ongoing assessments using a variety of measures.</p> <p>4. Analyze the results of SBAC and other local assessments to identify areas for greater focus.</p> <p>5. Expose students to test-like questions through the use of the Interim Assessments and other research-based supplemental programs.</p> <p>6. Teams of teachers develop local assessments when necessary.</p> <p>7. All teachers have the use of a laptop computer in order to be able to have access to student data.</p> <p>8. Student achievement is recognized and celebrated with certificates and other rewards. Student assessment results in key areas are posted on charts in the classrooms that are visible to the students and accessible to the parents.</p>	<p>1. Sept - June</p> <p>2. Aug - May</p> <p>3. July, Aug</p> <p>4. Sept - June</p> <p>5. Aug - May</p> <p>6. Aug - June</p> <p>7. Aug - June</p> <p>8. Sept - May</p>	Maria Manzanedo				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staffing and Professional Development:</p> <p>1. Staff receives professional development in the analysis of assessment data and the data management systems.</p> <p>2. Staff development is offered to teachers, administrators, and other staff in best practices for addressing standards using district-adopted curriculum.</p> <p>3. Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices.</p> <p>4. Staff planning sessions in the summer or on Saturdays give us opportunities to develop action plans.</p> <p>5. Teachers are given release time to collaborate with grade-level teams, view model lessons, and visit other classrooms.</p> <p>6. Teachers, administrators and support staff are given opportunities to attend relevant professional development workshops and conferences.</p> <p>7. Relevant educational literature is provided for teachers and staff.</p>	<p>1. Aug- Jan</p> <p>2. Aug –May</p> <p>3. July, Aug</p> <p>4. Sept-June</p> <p>5. Aug – June</p> <p>6. Aug, June</p> <p>7. July-June</p> <p>8. July-June</p>	Maria Manzanedo	registration, expenses	1000-1999: Certificated Personnel Salaries	Supplemental/Conce ntration	3400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Opportunity & Equal Educational Access:</p> <p>1. Under-performing students are targeted for extended learning time in intervention programs before or after-school.</p> <p>2. Students are identified for extended learning time and tutoring during the school day based on ongoing assessment results.</p> <p>3. Volunteers, City Year leaders, and others work in the regular classroom providing additional support and to the academic program and 1:1 tutoring to target students.</p> <p>4. Enrichment activities before, during and after school address the particular needs of students at the proficient and advanced in math levels.</p>	<p>1. Aug - May</p> <p>2. July, Aug</p> <p>3. Sept - June</p> <p>4. Sept - June</p> <p>5. Nov - June</p>	Maria Manzanedo	extended duty	1000-1999: Certificated Personnel Salaries	EIA Funds	32000
			Interventions	1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teaching and Learning: Define steps to intended outcomes: 1. All core and supplemental math curricular materials are aligned to standards. 2. Standards-based supplemental math curricular materials and supplies are made available to all teachers. 3. Site Administrator(s) observes classrooms on a daily basis and provides immediate feedback to the teacher. 4. Daily lesson plans focus on lesson objectives 5. Equipment and supplies necessary to duplicate curricular and supplemental language arts material, including homework, is available and well maintained.	1. Aug - June 2. Aug - May 3. Aug - June 4. Sept - June 5. Sept - June	Maria Manzanedo	paper, copier, leases, maintenance Software licenses	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Supplemental/Concentration	8749 7400

Strategy #2:

Establish support structures to effectively implement Common Core State Standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Describe reform strategies that allow all students to meet/exceed standards: 1. A Response to Intervention model is implemented in grades 1-5 in math. Leveled groups are carefully monitored and students move between groups as the assessments show growth. 2. Envision Math is implemented in	1. Aug - June 2. Aug - May 3. Aug - June	Maria Manzanedo				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
all classrooms. Certificates of recognition and other prizes are given as motivators to students who excel.						
Provide strategies responsive to student needs: 1. Relevant, standards-based software programs (such as Compass Learning, Edhelper etc.) and websites are available in all classrooms to facilitate instruction and to provide meaningful workshop activities in all grade levels.	1. Oct - June 2. Aug - May	Maria Manzanedo				
Increased learning time: 1. Daily instructional minutes schedule is developed by grade-level teams in collaboration with administration. 2. District pacing guide for math curriculum is followed carefully, but may be modified with careful consideration of student progress and discussion with grade-level team and administration. 3. The workshop component of the curriculum is implemented in every classroom. 4. Before- and after-school program provide extended learning time for target students in math.	1. Aug - June 2. Aug - June 3. Aug - June 4. Oct - June	Maria Manzanedo				
Provide an environment conducive to learning: 1. An adequate number of computers and a printer are available and maintained in every classroom. 2. Teachers have access to LCD	1. Aug - June 2. Aug - June 3. Aug - June 4. Oct - June	Maria Manzanedo	maintenance	4000-4999: Books And Supplies	Supplemental/Conce ntration	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>projectors and technology that supports full engagement of students (Promethean Boards, remote responders, etc.)</p> <p>3. All classrooms are equipped with necessary items to fully and effectively implement curriculum such as area rugs, whiteboard easels, chart paper, overhead timers, math manipulatives, calculators, etc.</p> <p>4. Math competitions and incentive programs will encourage all students to meet levels of</p>						

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
Data Used to Form this Goal:
ELPAC
Findings from the Analysis of this Data:
The majority of our English Learners are in the intermediate level.
How the School will Evaluate the Progress of this Goal:
ELPAC and Local Assessments

Strategy #1:
During the 2018-2019 school year, specific targeted ELD strategies and resources will be utilized to assist in the development of critical thinking, collaboration, creativity, and communication skills to aid students in transition to the demands of the Common Core State Standards with an emphasis on College and Career Readiness Anchor Standards. We will use CELDT, Illuminate, and Accelerated Reader and other assessments to evaluate ELL students' learning, monitor progress and set reachable goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School staff will continue aligning K-5 Benchmark ELD curriculum and assessments with the requirements of the CCSS and identifying and developing transitional ELD resources for the implementation of the CCSS.	Aug - June	School Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School staff will use Guided Language Acquisition Development and Constructing Meaning strategies to enhance opportunities to listen, speak, read, and write in cross curricular subjects.	Sept - June	School Staff	CM PD - no cost	5800:	Professional/Consulting Services And Operating Expenditures	
School staff will use ELPAC as well as diagnostic, benchmark, unit assessments, and performance assessments data to inform instruction	Aug - June	School Staff				
Long Term English Learners in grades 6th-8th will participate in an elective period using English 3D to support them in the improvement of their language acquisition with the goal of being reclassified	Aug - June	MS Teachers				

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Planned Improvements in Student Performance
LEA GOAL:
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
SCHOOL GOAL #4:
Engage Stakeholders in a meaningful way that promotes a positive learning and community environment that is geared toward student achievement.
Data Used to Form this Goal:
Students with disabilities in general tend to be below or far below proficiency in Language Arts and Math. According to their IEPs students with disabilities receive a variety of interventions to improve their academic performance. According to the Aptitud API report, in 2016-2017 school year, there were zero students scoring at or above proficiency in language arts and math.
Findings from the Analysis of this Data:
Evaluation of students' progress toward IEP Goals. Weekly Assessments Short Cycle Assessments Progress toward Accelerated Reader Goals i-Ready diagnostic data reports in Reading and Math
How the School will Evaluate the Progress of this Goal:
Evaluation of students' progress toward IEP Goals. Weekly Assessments Short Cycle Assessments Progress toward the teacher and student goals i-Ready diagnostic assessments

Strategy #1:
During the 2017-2018 school year, specific and targeted developmental strategies and resources will be utilized to assist in the development of reading and listening comprehension skills and vocabulary development for all students with disabilities. Additionally, we will be implementing the Common Core State Standards with an emphasis on College and Career Readiness Anchor Standards and will use Illuminate, Accelerated Reader, and other assessment to evaluate students with special needs to monitor their progress and set reachable goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bases on assessment available staff will initiate appropriate intervention/enrichment activities students in Language Arts and math for students identified with specific needs.	June - August	Maria Manzanedo	<p>During grade level collaboration teachers will analyze current assessment data to inform instruction and share best practices on differentiation and improving academic performance for students with special needs.</p> <p>As needed grade level meetings will be designated for data/student work review for all students below and substantially below grade level to be referred to SST process.</p> <p>SS Team will put in place a structured data bases decision making process.</p> <p>Goals will be developed in collaboration with RSP teacher and speech teacher for sub-groups of special needs students.</p> <p>To foster development critical thinking, collaboration, creativity, and communication skills, students with special needs will have access to weekly hands on science experimentations.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>All students with special needs and their families will understand their achievement and collaborate with teachers to develop independent goals to reach benchmark level.</p> <p>Assessments will be discussed with each student with special needs and his/her family.</p>			

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Highly Qualified Teachers
LEA GOAL:
By 2018-2019 all students will be taught by highly qualified teachers.
SCHOOL GOAL #5:
All teachers will be highly qualified and will continue to develop their skills.
Data Used to Form this Goal:
Formal Evaluation process. Record keeping at Human Resources Department.
Findings from the Analysis of this Data:
All teachers at the school are currently highly qualified.
How the School will Evaluate the Progress of this Goal:
Formal evaluation process. Record keeping at Human Resources Department.

Strategy #1:
In collaboration with the Human Resources Department, hire and retain teachers who are highly qualified.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire HQ teachers if needed.	as needed	Maria Manzanedo	Review application and conduct interviews.			
Provide BTSA and intern support if needed	throughout year	Maria Manzanedo	Assign a mentor and submit all paperwork to New Teacher Center			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities	throughout year	Maria Manzanedo	Determine needs, contact publishers, set dates, get contracts if needed, etc. School Site PLCs to focus on PD around CCSS and Title III Plan			
Provide support by our Literacy Coach	throughout the year	Maria Manzanedo	The Literacy Coach will conduct coaching cycles with different teachers where she will co-teach lessons, demo lessons, and present PD in areas of need.			

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Professional Development
LEA GOAL:
By 2018-2019 all students will be taught by highly qualified teachers.
SCHOOL GOAL #6:
All teachers will be highly qualified and will continue to develop their skills.
Data Used to Form this Goal:
Formal Evaluation process. Record keeping at Human Resources Department
Findings from the Analysis of this Data:
All teachers at the school are currently highly qualified.
How the School will Evaluate the Progress of this Goal:
Formal Evaluation process. Record keeping at Human Resources Department

Strategy #1:
In collaboration with the Human Resource Department, hire and retain teachers who are highly qualified.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hire HQ teachers (if needed)	(Aug 2018)	Principal/Director HR	Review applications and conduct interviews (July 2018)			
2. Provide BTSA and Intern Support if needed	(Aug 2018)	Director, Academic Services	Assign a mentor and submit all paperwork to New Teacher Center	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Provide Professional Development opportunities	(Aug 2018-June 20189)	Principal/Director Academic Services	Determine needs, contact publishers, set dates, get contracts if needed, etc. (July 2018 to June 2019)	None Specified	District Funded	
			School site PLCs to focus on PD around CCSS and Title III Plan	None Specified	District Funded	

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: .
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: .
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics
SCHOOL GOAL #1:
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019. All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literacy Coach to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2018-June 2019	District and School Personnel	Certificated salaries at district and site school level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	867,789
			Certificated benefits	3000-3999: Benefits	Title I Part A: Allocation	256,780
Staff provides program and fiscal support to school sites.	August 2018-June 2019	District and School Personnel	Classified salaries at the district level and during summer school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	204,781
			Classified benefits	3000-3999: Benefits	Title I Part A: Allocation	65,377
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2018-June 2019	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2018-June 2019	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners
SCHOOL GOAL #2:
35% of limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English Language Learners with supplementary instructional support.	August 2018-June 2019	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	235,809
			Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	68,700
Provide English Language Learners will supplementary materials to support their learning.	August 2018-June 2019	District and School Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	79,155
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2018-June 2019	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in .
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ..
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	85,485.85	0.00
Supplemental/Concentration	42,400.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	EIA Funds	32,000.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	13,400.00
4000-4999: Books And Supplies	Supplemental/Concentration	1,000.00
5000-5999: Services And Other Operating	Supplemental/Concentration	28,000.00
1000-1999: Certificated Personnel Salaries	Title I	56,844.00
4000-4999: Books And Supplies	Title I	28,641.85
5000-5999: Services And Other Operating	Title I	0.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
EIA Funds	32,000.00
Supplemental/Concentration	42,400.00
Title I	85,485.85

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	102,244.00
4000-4999: Books And Supplies	29,641.85
5000-5999: Services And Other Operating Expenditures	28,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	94,936.85
Goal 2	64,949.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Maria Teresa Manzanedo	X				
Tobi Nielsen		X			
Lonny Lovins		X			
Elvia Burgara					
Juanita			X		
John Parks				X	
Rosemarie Siller				X	
Gabriela				X	
Esthela Requejo			X		
Numbers of members of each category:	1	3	1	3	0

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on November 1, 2018.

Attested:

Maria Teresa Manzanedo

Typed Name of School Principal

Signature of School Principal

Date

Rosemary Siller

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date