ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BOARD OF TRUSTEES

Regular Board Meeting
November 12, 2020
Book 2 of 2
(Item 9.09)

9.09

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees: Date: November 2, 2020

Subject: **Aptitud School Plan for Student Achievement (SPSA) 2020-2021**

Staff Analysis: 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 school wide 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).

Due to the waiver of the LCAP requirement for the 2020/2021 school year, Aptitud is required to develop a SPSA for the 2020/2021 school year.

Recommendation: Staff recommends approval of the 2020/2021 School Plan for Student Achievement for Aptitud Academy.

Submitted by: Sandra Garcia Title: Director of State & Federal Programs

Approved by: Rene Sanchez Title: Assistant Superintendent, Instructional Services

To the Board of Trustees: Meeting: November 12, 2020 Regular Board Meeting

Recommended Approval 9.09
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

Purpose and Description

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

Schoolwide Program

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents engage in a stakeholder surveys, small focus groups during parent coffees and town hall discussions with break out groups through out the year. A stakeholder survey went out in late February as well as small focus groups at a parent coffee. Results at this time showed that parents are overall pleased with the staff, they reported an overall sense of care and support for students. There was a need reported for more community events and parent trainings. When small groups where asked about parent trainings these areas emerged: 1)English language classes for parents 2) technology training 3) strategies for support students with learning. In the area of academic programming teachers and families alike showed interest in exploring academic interventions ie after school tutoring.
Teachers were also engaged in feedback both through surveys and small group discussion. Staff celebrated our student recognition pieces, and the sports program developed that are in place to support a positive environment. There was a need to increase staff and student knowledge of restorative practices to build community and communication practices on campus. For instruction, they valued access to technology to engage students and differentiate lessons. Teachers named an opportunity to go deeper in instructional practices through collaboration and implementation of strategies to support English Learners.

Classroom Observations

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

Visiting the classrooms at Aptitud shows that students are engaged in collaborative team work. Teachers use adopted curriculum materials and classroom technology to support instruction.
In the elementary classrooms ELs are supported through conversations using sentence frames and the Benchmark ELD texts. In middle school classrooms, approximately half of the classes utilize anchor charts and visual representation for students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

Due to school closures these minutes have been adjusted:

Kindergarten has a minimum of 180 minutes, 60 being live

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Evidence-based educational practices to raise student achievement

Start here

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

Parental Engagement

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

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

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

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

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

Funding

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

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.27	10.91	7.27	40.00	27.27	29.09	52.73	61.82	63.64
Grade 4	9.09	5.45	15.09	50.91	41.82	20.75	40.00	52.73	64.15
Grade 5	1.69	4.08	7.84	23.73	48.98	35.29	74.58	46.94	56.86
Grade 6	13.04	2.04	7.14	26.09	30.61	35.71	60.87	67.35	57.14
Grade 7	11.11	9.52	6.98	30.56	40.48	46.51	58.33	50.00	46.51
Grade 8	17.95	11.43	8.82	43.59	42.86	44.12	38.46	45.71	47.06
All Grades	9.31	7.02	8.99	35.86	38.25	34.17	54.83	54.74	56.83

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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

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

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

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.00	10.87	*	30.43	48.00	47.83	*	10.87	50	46
1	*	0.00	*	7.14	*	64.29	44.44	28.57	27	28
2	*	0.00	*	0.00	*	43.75	*	56.25	27	16
3		0.00	*	5.88	*	23.53	82.14	70.59	28	17
4	*	0.00	*	11.54	*	46.15	*	42.31	24	26
5	*	0.00	*	9.52	*	61.90	*	28.57	15	21
6		*	*	*	*	*	*	*	24	*
7	*	0.00	*	13.04	57.14	47.83	*	39.13	21	23
8	*	7.14	*	14.29	*	64.29	*	14.29	15	14
All Grades	19.05	2.99	15.15	13.93	35.06	50.25	30.74	32.84	231	201

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
64 points below standard	74.8 points below standard	0 Students
Increased ++3.1 points	Maintained -2.1 points	
267	202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	67.2 points below standard	124.8 points below standard
3	Maintained ++2.7 points	Maintained ++0.3 points
	254	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 0 Students	No Performance Color 51.7 points above standard Increased Significantly ++41.7 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 72.4 points below standard Maintained ++1.5 points 234	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.2 points below standard Maintained ++0.2 points 102	23.5 points below standard Declined -4.4 points 100	60.9 points below standard Increased Significantly ++21.4 points 49

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 81.9 points below standard Declined -5.1 points 268	Orange 89.6 points below standard Declined -7.4 points 202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Orange 87 points below standard Declined -5.3 points 255	Red 177.3 points below standard Declined Significantly -28.6 points 39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color 40.2 points above standard Increased Significantly ++25 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 93.2 points below standard Declined -7.3 points 234		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
136.1 points below standard Declined -3.9 points 102	42.3 points below standard Declined -11 points 100	86.2 points below standard Declined -3.3 points 49

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
39.2 making progress towards English language proficiency
Number of EL Students: 143
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.7	30.0		39.1

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
11.3	10.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.4	Increased +1.9	2
450	241	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.6	13.8
4	Increased +2.3	Maintained +0.1
	424	58

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
5	2	Maintained 0	11
		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.2	0	4	5
396			

Conclusions based on this data:

1. All subgroups saw an increase in chronic absenteeism

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.5	2.4	Less than 11 Students - Data Not
Declined Significantly -4	Declined Significantly -4.2	2
460	246	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not	1.6	1.7
4	Declined Significantly -4.2	Declined -9.4
	433	59

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 5	No Performance Color Less than 11 Students - Data 2	No Performance Color 0 Maintained 0 27	No Performance Color 0 12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1.7 Declined Significantly -4.3 404	No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 4	No Performance Color Less than 11 Students - Data 5

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.5	1.5

Conclusions based on this data:

1. The number of suspensions is declining across all subgroups

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Professional Development records/survey evaluations • District Benchmark Scores • SBAC results - English Language Arts and Mathematics • Independent Reading Levels (Leveled Screener/BookNook) • . Classroom Observations • Inventory of technology devices	• 30% of Middle School Teachers participate in additional professional development regularly. Approximately 42% of our elementary teachers participate in professional development regularly • i-Ready Reading diagnostic scores K-5: 10% at level 39% approaching 52% at risk	• To increase overall participation in additional professional development to support initiatives and the delivery of rigorous instruction • All students will show some growth from Fall to Spring as measured by the FastBridge District Benchmark with the target of being at grade level • Increase performance on state indicator in English Language Arts and Math for all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	i-Ready Reading diagnostic scores 6-8: 10% at level 15% approaching 75% at risk i-Ready Math diagnostic scores K-5: 5% at level 39% approaching 55 % at risk i-Ready Math diagnostic scores 6-8: 13% at level 27 % approaching 60 % at risk • SBAC results 2018 - 2019 - English Language Arts: 22.63 Met/exceeded 26.28 nearly met 51.09 not met Math 17.62 Met/exceeded 24.82 nearly met 57.55 not met • Independent Reading Level K-5 31.42% Challenge/Benchmark	student group by +10 points or more as noted on the California Dashboard • All students will show 1 years growth in their independent reading level as measured by Book Nook/ Leveled Screener • 100% of students have one-to-one functional devices and 100% of classrooms have functional presentation technology for delivery of instruction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18.58% Strategic 50% Intensive • Our current count of student devices is 1:1 with a certain number needed repair or updates. Every classroom has presentation technology, with a small number needed replacement or repair	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries substitutes
2700	Title I 1000-1999: Certificated Personnel Salaries Tech Thursday Professional Developments
4500	Title I 4000-4999: Books And Supplies classroom libraries
4,500	Title I 5000-5999: Services And Other Operating Expenditures Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3950	Title I 1000-1999: Certificated Personnel Salaries Intervention teacher led

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Teacher classroom materials ans supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Kinder readiness and promotional materials
1000	Title I 4000-4999: Books And Supplies academic achievement certificates and awards

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

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

Strategy/Activity 6

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

Strategy/Activity

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

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

Strategy/Activity 7

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

Strategy/Activity

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

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

Strategy/Activity 8

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Aptitud Academy will utilize local assessments provided by the district that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. We will also use state assessments to measure growth.

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

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

This year our district benchmark changed from iReady to FastBridge, so our metrics used in our outcomes will be different.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

All English learners at Aptitud

Strategy/Activity

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

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

Amount(s)	Source(s)
4500	Title I 5800: Professional/Consulting Services And Operating Expenditures EL Toolkit PD

Strategy/Activity 2

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

All English learners at Aptitud

Strategy/Activity

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

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

Amount(s)	Source(s)
	books

Strategy/Activity 3

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

All English learners at Aptitud

Strategy/Activity

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

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies materials and supplies
4500	Title I 4000-4999: Books And Supplies culturally relevant books

Strategy/Activity 4

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

All English learners at Aptitud

Strategy/Activity

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

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Aptitud Academy will utilize local assessments provided by the District that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. There will be an emphasis on constructed responses.

In addition we placed some focus on grade level collaboration, to be able to align our small group instruction in order to better differentiation learning for our EL and other students.

Students will be assessed using FastBridge, CAASPP, ELPAC and Benchmark Level Screener.

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

A big difference was that the allocated funds for grade level collaboration were not used due to the unavailability of subs.

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

We will address our grade level collaboration during staff meetings to make sure the planning takes place.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

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

Strategy/Activity 2

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

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

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

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

Amount(s)	Source(s)
12500	Title I 5000-5999: Services And Other Operating Expenditures Little Heroes
12500	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Little Heroes
3500	Title I 5800: Professional/Consulting Services And Operating Expenditures field trip transportations
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Admissions

Strategy/Activity 3

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

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

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

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

Strategy/Activity 4

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
	no cost

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We will measure our success through student and parents surveys, student attendance, and overall incident reports

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

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.

Added Restorative Justice Training with SEEDS to support the development of positive relationships and communication on campus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Sheets from all School Events	40% of parents attended back to school night school events	• Increase parent participation at school events by 10%
Volunteer Hours Given School Wide	70% of Elementary Parents feel a sense of belonging	• Increase the number of volunteer hours accumulated
Parent Surveys	99% of Middle School Parents feel a sense of belonging	• Increase parents sense of belonging at the elementary level
		• Increase participation of parents who take the Panorama Survey

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Engagement Activities:

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

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

Purpose and Description

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

Schoolwide Program

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents engage in a stakeholder surveys, small focus groups during parent coffees and town hall discussions with break out groups through out the year. A stakeholder survey went out in late February as well as small focus groups at a parent coffee. Results at this time showed that parents are overall pleased with the staff, they reported an overall sense of care and support for students. There was a need reported for more community events and parent trainings. When small groups where asked about parent trainings these areas emerged: 1)English language classes for parents 2) technology training 3) strategies for support students with learning. In the area of academic programming teachers and families alike showed interest in exploring academic interventions ie after school tutoring.
Teachers were also engaged in feedback both through surveys and small group discussion. Staff celebrated our student recognition pieces, and the sports program developed that are in place to support a positive environment. There was a need to increase staff and student knowledge of restorative practices to build community and communication practices on campus. For instruction, they valued access to technology to engage students and differentiate lessons. Teachers named an opportunity to go deeper in instructional practices through collaboration and implementation of strategies to support English Learners.

Classroom Observations

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

Visiting the classrooms at Aptitud shows that students are engaged in collaborative team work. Teachers use adopted curriculum materials and classroom technology to support instruction.
In the elementary classrooms ELs are supported through conversations using sentence frames and the Benchmark ELD texts. In middle school classrooms, approximately half of the classes utilize anchor charts and visual representation for students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

Due to school closures these minutes have been adjusted:

Kindergarten has a minimum of 180 minutes, 60 being live

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Evidence-based educational practices to raise student achievement

Start here

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

Parental Engagement

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

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

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

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

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

Funding

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

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.27	10.91	7.27	40.00	27.27	29.09	52.73	61.82	63.64
Grade 4	9.09	5.45	15.09	50.91	41.82	20.75	40.00	52.73	64.15
Grade 5	1.69	4.08	7.84	23.73	48.98	35.29	74.58	46.94	56.86
Grade 6	13.04	2.04	7.14	26.09	30.61	35.71	60.87	67.35	57.14
Grade 7	11.11	9.52	6.98	30.56	40.48	46.51	58.33	50.00	46.51
Grade 8	17.95	11.43	8.82	43.59	42.86	44.12	38.46	45.71	47.06
All Grades	9.31	7.02	8.99	35.86	38.25	34.17	54.83	54.74	56.83

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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

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

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

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.00	10.87	*	30.43	48.00	47.83	*	10.87	50	46
1	*	0.00	*	7.14	*	64.29	44.44	28.57	27	28
2	*	0.00	*	0.00	*	43.75	*	56.25	27	16
3		0.00	*	5.88	*	23.53	82.14	70.59	28	17
4	*	0.00	*	11.54	*	46.15	*	42.31	24	26
5	*	0.00	*	9.52	*	61.90	*	28.57	15	21
6		*	*	*	*	*	*	*	24	*
7	*	0.00	*	13.04	57.14	47.83	*	39.13	21	23
8	*	7.14	*	14.29	*	64.29	*	14.29	15	14
All Grades	19.05	2.99	15.15	13.93	35.06	50.25	30.74	32.84	231	201

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
64 points below standard	74.8 points below standard	0 Students
Increased ++3.1 points	Maintained -2.1 points	
267	202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	67.2 points below standard	124.8 points below standard
	Maintained ++2.7 points	Maintained ++0.3 points
3	254	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 0 Students	No Performance Color 51.7 points above standard Increased Significantly ++41.7 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 72.4 points below standard Maintained ++1.5 points 234	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.2 points below standard Maintained ++0.2 points 102	23.5 points below standard Declined -4.4 points 100	60.9 points below standard Increased Significantly ++21.4 points 49

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 81.9 points below standard Declined -5.1 points 268	Orange 89.6 points below standard Declined -7.4 points 202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Orange 87 points below standard Declined -5.3 points 255	Red 177.3 points below standard Declined Significantly -28.6 points 39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color 40.2 points above standard Increased Significantly 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 93.2 points below standard Declined -7.3 points 234		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
136.1 points below standard Declined -3.9 points 102	42.3 points below standard Declined -11 points 100	86.2 points below standard Declined -3.3 points 49

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
39.2 making progress towards English language proficiency
Number of EL Students: 143
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.7	30.0		39.1

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
11.3	10.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.4	Increased +1.9	2
450	241	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.6	13.8
4	Increased +2.3	Maintained +0.1
	424	58

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
5	2	Maintained 0	11
		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.2	0	4	5
396			

Conclusions based on this data:

1. All subgroups saw an increase in chronic absenteeism

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.5	2.4	Less than 11 Students - Data Not
Declined Significantly -4	Declined Significantly -4.2	2
460	246	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not	1.6	1.7
4	Declined Significantly -4.2	Declined -9.4
	433	59

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 5	No Performance Color Less than 11 Students - Data 2	No Performance Color 0 Maintained 0 27	No Performance Color 0 12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1.7 Declined Significantly -4.3 404	No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 4	No Performance Color Less than 11 Students - Data 5

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.5	1.5

Conclusions based on this data:

1. The number of suspensions is declining across all subgroups

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Professional Development records/survey evaluations • District Benchmark Scores • SBAC results - English Language Arts and Mathematics • Independent Reading Levels (Leveled Screener/BookNook) • . Classroom Observations • Inventory of technology devices	• 30% of Middle School Teachers participate in additional professional development regularly. Approximately 42% of our elementary teachers participate in professional development regularly • i-Ready Reading diagnostic scores K-5: 10% at level 39% approaching 52% at risk	• To increase overall participation in additional professional development to support initiatives and the delivery of rigorous instruction • All students will show some growth from Fall to Spring as measured by the FastBridge District Benchmark with the target of being at grade level • Increase performance on state indicator in English Language Arts and Math for all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	i-Ready Reading diagnostic scores 6-8: 10% at level 15% approaching 75% at risk i-Ready Math diagnostic scores K-5: 5% at level 39% approaching 55 % at risk i-Ready Math diagnostic scores 6-8: 13% at level 27 % approaching 60 % at risk • SBAC results 2018 - 2019 - English Language Arts: 22.63 Met/exceeded 26.28 nearly met 51.09 not met Math 17.62 Met/exceeded 24.82 nearly met 57.55 not met • Independent Reading Level K-5 31.42% Challenge/Benchmark	student group by +10 points or more as noted on the California Dashboard • All students will show 1 years growth in their independent reading level as measured by Book Nook/ Leveled Screener • 100% of students have one-to-one functional devices and 100% of classrooms have functional presentation technology for delivery of instruction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18.58% Strategic 50% Intensive • Our current count of student devices is 1:1 with a certain number needed repair or updates. Every classroom has presentation technology, with a small number needed replacement or repair	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries substitutes
2700	Title I 1000-1999: Certificated Personnel Salaries Tech Thursday Professional Developments
4500	Title I 4000-4999: Books And Supplies classroom libraries
4,500	Title I 5000-5999: Services And Other Operating Expenditures Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3950	Title I 1000-1999: Certificated Personnel Salaries Intervention teacher led

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Teacher classroom materials ans supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Kinder readiness and promotional materials
1000	Title I 4000-4999: Books And Supplies academic achievement certificates and awards

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

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

Strategy/Activity 6

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

Strategy/Activity

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

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

Strategy/Activity 7

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

Strategy/Activity

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

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

Strategy/Activity 8

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Aptitud Academy will utilize local assessments provided by the district that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. We will also use state assessments to measure growth.

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

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

This year our district benchmark changed from iReady to FastBridge, so our metrics used in our outcomes will be different.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

All English learners at Aptitud

Strategy/Activity

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

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

Amount(s)	Source(s)
4500	Title I 5800: Professional/Consulting Services And Operating Expenditures EL Toolkit PD

Strategy/Activity 2

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

All English learners at Aptitud

Strategy/Activity

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

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

Amount(s)	Source(s)
	books

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English learners at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies materials and supplies
4500	Title I 4000-4999: Books And Supplies culturally relevant books

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English learners at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Aptitud Academy will utilize local assessments provided by the District that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. There will be an emphasis on constructed responses.

In addition we placed some focus on grade level collaboration, to be able to align our small group instruction in order to better differentiation learning for our EL and other students.

Students will be assessed using FastBridge, CAASPP, ELPAC and Benchmark Level Screener.

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

A big difference was that the allocated funds for grade level collaboration were not used due to the unavailability of subs.

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

We will address our grade level collaboration during staff meetings to make sure the planning takes place.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

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

Strategy/Activity 2

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

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

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

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

Amount(s)	Source(s)
12500	Title I 5000-5999: Services And Other Operating Expenditures Little Heroes
12500	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Little Heroes
3500	Title I 5800: Professional/Consulting Services And Operating Expenditures field trip transportations
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Admissions

Strategy/Activity 3

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

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

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

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

Strategy/Activity 4

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
	no cost

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We will measure our success through student and parents surveys, student attendance, and overall incident reports

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

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.

Added Restorative Justice Training with SEEDS to support the development of positive relationships and communication on campus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Sheets from all School Events Volunteer Hours Given School Wide Parent Surveys	40% of parents attended back to school night school events 70% of Elementary Parents feel a sense of belonging 99% of Middle School Parents feel a sense of belonging	• Increase parent participation at school events by 10% • Increase the number of volunteer hours accumulated • Increase parents sense of belonging at the elementary level • Increase participation of parents who take the Panorama Survey

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Engagement Activities:

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

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

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

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

Strategy/Activity 2

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

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

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

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

Materials for families activities at parent nights

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Success of these strategies will be measured through parent and student surveys, attendance, sign-in sheets, and parent participating at the different activities and events.

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

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.

An effort will be made to maintain the goal unchanged since it was more successful as in previous years.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$123,370.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$105,270.00

Subtotal of additional federal funds included for this school: $105,270.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration	$18,100.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $18,100.00

Total of federal, state, and/or local funds for this school: $123,370.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	109934	4,664.00
LCFF Supplemental/Concentration	19600	1,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 2, 2020.

Attested:

Principal, Rebecca Jensen on 11/2/2020

SSC Chairperson, Brenda Andrade on 11/2/2020

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

Purpose and Description

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

Schoolwide Program

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents engage in a stakeholder surveys, small focus groups during parent coffees and town hall discussions with break out groups through out the year. A stakeholder survey went out in late February as well as small focus groups at a parent coffee. Results at this time showed that parents are overall pleased with the staff, they reported an overall sense of care and support for students. There was a need reported for more community events and parent trainings. When small groups where asked about parent trainings these areas emerged: 1)English language classes for parents 2) technology training 3) strategies for support students with learning. In the area of academic programming teachers and families alike showed interest in exploring academic interventions ie after school tutoring.
Teachers were also engaged in feedback both through surveys and small group discussion. Staff celebrated our student recognition pieces, and the sports program developed that are in place to support a positive environment. There was a need to increase staff and student knowledge of restorative practices to build community and communication practices on campus. For instruction, they valued access to technology to engage students and differentiate lessons. Teachers named an opportunity to go deeper in instructional practices through collaboration and implementation of strategies to support English Learners.

Classroom Observations

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

Visiting the classrooms at Aptitud shows that students are engaged in collaborative team work. Teachers use adopted curriculum materials and classroom technology to support instruction.
In the elementary classrooms ELs are supported through conversations using sentence frames and the Benchmark ELD texts. In middle school classrooms, approximately half of the classes utilize anchor charts and visual representation for students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

1. Illuminate, Benchmark, Technology integration

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

3. PBIS

4. The technology component of the science curriculum

5. Cooperative Learning strategies for improving English Language Development

6. Constructing Meaning

7. i-Ready

8. Envision Math

9. Guided Reading

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

Due to school closures these minutes have been adjusted:

Kindergarten has a minimum of 180 minutes, 60 being live

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Evidence-based educational practices to raise student achievement

Start here

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

Parental Engagement

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

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

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

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

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

Funding

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

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.27	10.91	7.27	40.00	27.27	29.09	52.73	61.82	63.64
Grade 4	9.09	5.45	15.09	50.91	41.82	20.75	40.00	52.73	64.15
Grade 5	1.69	4.08	7.84	23.73	48.98	35.29	74.58	46.94	56.86
Grade 6	13.04	2.04	7.14	26.09	30.61	35.71	60.87	67.35	57.14
Grade 7	11.11	9.52	6.98	30.56	40.48	46.51	58.33	50.00	46.51
Grade 8	17.95	11.43	8.82	43.59	42.86	44.12	38.46	45.71	47.06
All Grades	9.31	7.02	8.99	35.86	38.25	34.17	54.83	54.74	56.83

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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

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

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

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.00	10.87	*	30.43	48.00	47.83	*	10.87	50	46
1	*	0.00	*	7.14	*	64.29	44.44	28.57	27	28
2	*	0.00	*	0.00	*	43.75	*	56.25	27	16
3		0.00	*	5.88	*	23.53	82.14	70.59	28	17
4	*	0.00	*	11.54	*	46.15	*	42.31	24	26
5	*	0.00	*	9.52	*	61.90	*	28.57	15	21
6		*	*	*	*	*	*	*	24	*
7	*	0.00	*	13.04	57.14	47.83	*	39.13	21	23
8	*	7.14	*	14.29	*	64.29	*	14.29	15	14
All Grades	19.05	2.99	15.15	13.93	35.06	50.25	30.74	32.84	231	201

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
64 points below standard	74.8 points below standard	0 Students
Increased ++3.1 points	Maintained -2.1 points	
267	202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	67.2 points below standard	124.8 points below standard
3	Maintained ++2.7 points	Maintained ++0.3 points
	254	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 0 Students	No Performance Color 51.7 points above standard Increased Significantly ++41.7 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 72.4 points below standard Maintained ++1.5 points 234	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.2 points below standard Maintained ++0.2 points 102	23.5 points below standard Declined -4.4 points 100	60.9 points below standard Increased Significantly ++21.4 points 49

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
81.9 points below standard	89.6 points below standard	
Declined -5.1 points	Declined -7.4 points	
268	202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	87 points below standard	177.3 points below standard
3	Declined -5.3 points	Declined Significantly -28.6 points
	255	39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color 40.2 points above standard Increased Significantly ++25 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 93.2 points below standard Declined -7.3 points 234		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
136.1 points below standard Declined -3.9 points 102	42.3 points below standard Declined -11 points 100	86.2 points below standard Declined -3.3 points 49

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
39.2 making progress towards English language proficiency
Number of EL Students: 143
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.7	30.0		39.1

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
5	2	Maintained 0	11
		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.2	0	4	5
396			

Conclusions based on this data:

1. All subgroups saw an increase in chronic absenteeism

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.5	2.4	Less than 11 Students - Data Not
Declined Significantly -4	Declined Significantly -4.2	2
460	246	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not	1.6	1.7
4	Declined Significantly -4.2	Declined -9.4
	433	59

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 5	Less than 11 Students - Data 2	0 Maintained 0 27	0 12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
1.7 Declined Significantly -4.3 404	Less than 11 Students - Data 1	Less than 11 Students - Data 4	Less than 11 Students - Data 5

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.5	1.5

Conclusions based on this data:

1. The number of suspensions is declining across all subgroups

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Professional Development records/survey evaluations • District Benchmark Scores • SBAC results - English Language Arts and Mathematics • Independent Reading Levels (Leveled Screener/BookNook) • . Classroom Observations • Inventory of technology devices	• 30% of Middle School Teachers participate in additional professional development regularly. Approximately 42% of our elementary teachers participate in professional development regularly • i-Ready Reading diagnostic scores K-5: 10% at level 39% approaching 52% at risk	• To increase overall participation in additional professional development to support initiatives and the delivery of rigorous instruction • All students will show some growth from Fall to Spring as measured by the FastBridge District Benchmark with the target of being at grade level • Increase performance on state indicator in English Language Arts and Math for all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	i-Ready Reading diagnostic scores 6-8: 10% at level 15% approaching 75% at risk i-Ready Math diagnostic scores K-5: 5% at level 39% approaching 55 % at risk i-Ready Math diagnostic scores 6-8: 13% at level 27 % approaching 60 % at risk • SBAC results 2018 - 2019 - English Language Arts: 22.63 Met/exceeded 26.28 nearly met 51.09 not met Math 17.62 Met/exceeded 24.82 nearly met 57.55 not met • Independent Reading Level K-5 31.42% Challenge/Benchmark	student group by +10 points or more as noted on the California Dashboard • All students will show 1 years growth in their independent reading level as measured by Book Nook/ Leveled Screener • 100% of students have one-to-one functional devices and 100% of classrooms have functional presentation technology for delivery of instruction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18.58% Strategic 50% Intensive • Our current count of student devices is 1:1 with a certain number needed repair or updates. Every classroom has presentation technology, with a small number needed replacement or repair	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries substitutes
2700	Title I 1000-1999: Certificated Personnel Salaries Tech Thursday Professional Developments
4500	Title I 4000-4999: Books And Supplies classroom libraries
4,500	Title I 5000-5999: Services And Other Operating Expenditures Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3950	Title I 1000-1999: Certificated Personnel Salaries Intervention teacher led

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

	Teacher classroom materials ans supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Kinder readiness and promotional materials
1000	Title I 4000-4999: Books And Supplies academic achievement certificates and awards

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

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

Strategy/Activity 6

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

Strategy/Activity

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

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

Strategy/Activity 7

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

Strategy/Activity

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

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

Strategy/Activity 8

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Aptitud Academy will utilize local assessments provided by the district that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. We will also use state assessments to measure growth.

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

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

This year our district benchmark changed from iReady to FastBridge, so our metrics used in our outcomes will be different.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

All English learners at Aptitud

Strategy/Activity

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

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

Amount(s)	Source(s)
4500	Title I 5800: Professional/Consulting Services And Operating Expenditures EL Toolkit PD

Strategy/Activity 2

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

All English learners at Aptitud

Strategy/Activity

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

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

Amount(s)	Source(s)
	books

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English learners at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies materials and supplies
4500	Title I 4000-4999: Books And Supplies culturally relevant books

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English learners at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Aptitud Academy will utilize local assessments provided by the District that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. There will be an emphasis on constructed responses.

In addition we placed some focus on grade level collaboration, to be able to align our small group instruction in order to better differentiation learning for our EL and other students.

Students will be assessed using FastBridge, CAASPP, ELPAC and Benchmark Level Screener.

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

A big difference was that the allocated funds for grade level collaboration were not used due to the unavailability of subs.

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

We will address our grade level collaboration during staff meetings to make sure the planning takes place.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

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

Strategy/Activity 2

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

All Students

Strategy/Activity

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

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

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

Amount(s)	Source(s)
12500	Title I 5000-5999: Services And Other Operating Expenditures Little Heroes
12500	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Little Heroes
3500	Title I 5800: Professional/Consulting Services And Operating Expenditures field trip transportations
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Admissions

Strategy/Activity 3

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

All students

Strategy/Activity

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

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

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

Strategy/Activity 4

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
	no cost

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We will measure our success through student and parents surveys, student attendance, and overall incident reports

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

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.

Added Restorative Justice Training with SEEDS to support the development of positive relationships and communication on campus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Sheets from all School Events Volunteer Hours Given School Wide Parent Surveys	40% of parents attended back to school night school events 70% of Elementary Parents feel a sense of belonging 99% of Middle School Parents feel a sense of belonging	• Increase parent participation at school events by 10% • Increase the number of volunteer hours accumulated • Increase parents sense of belonging at the elementary level • Increase participation of parents who take the Panorama Survey

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

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

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

Strategy/Activity 2

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

All students

Strategy/Activity

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

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

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

	Materials for families activities at parent nights

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Success of these strategies will be measured through parent and student surveys, attendance, sign-in sheets, and parent participating at the different activities and events.

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

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.

An effort will be made to maintain the goal unchanged since it was more successful as in previous years.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$123,370.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$105,270.00

Subtotal of additional federal funds included for this school: $105,270.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration	$18,100.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $18,100.00

Total of federal, state, and/or local funds for this school: $123,370.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	109934	4,664.00
LCFF Supplemental/Concentration	19600	1,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 2, 2020.

Attested:

Principal, Rebecca Jensen on 11/2/2020
SSC Chairperson, Brenda Andrade on 11/2/2020

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

Purpose and Description

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

Schoolwide Program

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents engage in a stakeholder surveys, small focus groups during parent coffees and town hall discussions with break out groups through out the year. A stakeholder survey went out in late February as well as small focus groups at a parent coffee. Results at this time showed that parents are overall pleased with the staff, they reported an overall sense of care and support for students. There was a need reported for more community events and parent trainings. When small groups where asked about parent trainings these areas emerged: 1)English language classes for parents 2) technology training 3) strategies for support students with learning. In the area of academic programming teachers and families alike showed interest in exploring academic interventions ie after school tutoring.
Teachers were also engaged in feedback both through surveys and small group discussion. Staff celebrated our student recognition pieces, and the sports program developed that are in place to support a positive environment. There was a need to increase staff and student knowledge of restorative practices to build community and communication practices on campus. For instruction, they valued access to technology to engage students and differentiate lessons. Teachers named an opportunity to go deeper in instructional practices through collaboration and implementation of strategies to support English Learners.

Classroom Observations

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

Visiting the classrooms at Aptitud shows that students are engaged in collaborative team work. Teachers use adopted curriculum materials and classroom technology to support instruction.
In the elementary classrooms ELs are supported through conversations using sentence frames and the Benchmark ELD texts. In middle school classrooms, approximately half of the classes utilize anchor charts and visual representation for students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

Due to school closures these minutes have been adjusted:

Kindergarten has a minimum of 180 minutes, 60 being live

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Evidence-based educational practices to raise student achievement

Start here

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

Parental Engagement

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

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

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

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

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

Funding

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

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.27	10.91	7.27	40.00	27.27	29.09	52.73	61.82	63.64
Grade 4	9.09	5.45	15.09	50.91	41.82	20.75	40.00	52.73	64.15
Grade 5	1.69	4.08	7.84	23.73	48.98	35.29	74.58	46.94	56.86
Grade 6	13.04	2.04	7.14	26.09	30.61	35.71	60.87	67.35	57.14
Grade 7	11.11	9.52	6.98	30.56	40.48	46.51	58.33	50.00	46.51
Grade 8	17.95	11.43	8.82	43.59	42.86	44.12	38.46	45.71	47.06
All Grades	9.31	7.02	8.99	35.86	38.25	34.17	54.83	54.74	56.83

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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

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

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

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.00	10.87	*	30.43	48.00	47.83	*	10.87	50	46
1	*	0.00	*	7.14	*	64.29	44.44	28.57	27	28
2	*	0.00	*	0.00	*	43.75	*	56.25	27	16
3		0.00	*	5.88	*	23.53	82.14	70.59	28	17
4	*	0.00	*	11.54	*	46.15	*	42.31	24	26
5	*	0.00	*	9.52	*	61.90	*	28.57	15	21
6		*	*	*	*	*	*	*	24	*
7	*	0.00	*	13.04	57.14	47.83	*	39.13	21	23
8	*	7.14	*	14.29	*	64.29	*	14.29	15	14
All Grades	19.05	2.99	15.15	13.93	35.06	50.25	30.74	32.84	231	201

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
64 points below standard	74.8 points below standard	0 Students
Increased ++3.1 points	Maintained -2.1 points	
267	202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	67.2 points below standard	124.8 points below standard
3	Maintained ++2.7 points	Maintained ++0.3 points
	254	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 0 Students	No Performance Color 51.7 points above standard Increased Significantly ++41.7 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 72.4 points below standard Maintained ++1.5 points 234	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.2 points below standard Maintained ++0.2 points 102	23.5 points below standard Declined -4.4 points 100	60.9 points below standard Increased Significantly ++21.4 points 49

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 81.9 points below standard Declined -5.1 points 268	Orange 89.6 points below standard Declined -7.4 points 202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Orange 87 points below standard Declined -5.3 points 255	Red 177.3 points below standard Declined Significantly -28.6 points 39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color 40.2 points above standard Increased Significantly ++25 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 93.2 points below standard Declined -7.3 points 234		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
136.1 points below standard Declined -3.9 points 102	42.3 points below standard Declined -11 points 100	86.2 points below standard Declined -3.3 points 49

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
39.2 making progress towards English language proficiency
Number of EL Students: 143
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
30.7	30.0		39.1

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 11.3 Increased +2.4 450	Orange 10.8 Increased +1.9 241	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Orange 11.6 Increased +2.3 424	Orange 13.8 Maintained +0.1 58

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
5	2	Maintained 0	11
		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.2	0	4	5
396			

Conclusions based on this data:

1. All subgroups saw an increase in chronic absenteeism

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.5	2.4	Less than 11 Students - Data Not
Declined Significantly -4	Declined Significantly -4.2	2
460	246	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not	1.6	1.7
4	Declined Significantly -4.2	Declined -9.4
	433	59

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 5	No Performance Color Less than 11 Students - Data 2	No Performance Color 0 Maintained 0 27	No Performance Color 0 12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1.7 Declined Significantly -4.3 404	No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 4	No Performance Color Less than 11 Students - Data 5

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.5	1.5

Conclusions based on this data:

1. The number of suspensions is declining across all subgroups

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Professional Development records/survey evaluations • District Benchmark Scores • SBAC results - English Language Arts and Mathematics • Independent Reading Levels (Leveled Screener/BookNook) • . Classroom Observations • Inventory of technology devices	• 30% of Middle School Teachers participate in additional professional development regularly. Approximately 42% of our elementary teachers participate in professional development regularly • i-Ready Reading diagnostic scores K-5: 10% at level 39% approaching 52% at risk	• To increase overall participation in additional professional development to support initiatives and the delivery of rigorous instruction • All students will show some growth from Fall to Spring as measured by the FastBridge District Benchmark with the target of being at grade level • Increase performance on state indicator in English Language Arts and Math for all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	i-Ready Reading diagnostic scores 6-8: 10% at level 15% approaching 75% at risk i-Ready Math diagnostic scores K-5: 5% at level 39% approaching 55 % at risk i-Ready Math diagnostic scores 6-8: 13% at level 27 % approaching 60 % at risk • SBAC results 2018 - 2019 - English Language Arts: 22.63 Met/exceeded 26.28 nearly met 51.09 not met Math 17.62 Met/exceeded 24.82 nearly met 57.55 not met • Independent Reading Level K-5 31.42% Challenge/Benchmark	student group by +10 points or more as noted on the California Dashboard • All students will show 1 years growth in their independent reading level as measured by Book Nook/ Leveled Screener • 100% of students have one-to-one functional devices and 100% of classrooms have functional presentation technology for delivery of instruction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18.58% Strategic 50% Intensive • Our current count of student devices is 1:1 with a certain number needed repair or updates. Every classroom has presentation technology, with a small number needed replacement or repair	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries substitutes
2700	Title I 1000-1999: Certificated Personnel Salaries Tech Thursday Professional Developments
4500	Title I 4000-4999: Books And Supplies classroom libraries
4,500	Title I 5000-5999: Services And Other Operating Expenditures Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3950	Title I 1000-1999: Certificated Personnel Salaries Intervention teacher led

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Teacher classroom materials ans supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Kinder readiness and promotional materials
1000	Title I 4000-4999: Books And Supplies academic achievement certificates and awards

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

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

Strategy/Activity 6

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

Strategy/Activity

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

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

Strategy/Activity 7

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

Strategy/Activity

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

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

Strategy/Activity 8

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Aptitud Academy will utilize local assessments provided by the district that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. We will also use state assessments to measure growth.

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

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

This year our district benchmark changed from iReady to FastBridge, so our metrics used in our outcomes will be different.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

All English learners at Aptitud

Strategy/Activity

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

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

Amount(s)	Source(s)
4500	Title I 5800: Professional/Consulting Services And Operating Expenditures EL Toolkit PD

Strategy/Activity 2

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

All English learners at Aptitud

Strategy/Activity

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

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

Amount(s)	Source(s)
	books

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English learners at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies materials and supplies
4500	Title I 4000-4999: Books And Supplies culturally relevant books

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English learners at Aptitud

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Aptitud Academy will utilize local assessments provided by the District that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. There will be an emphasis on constructed responses.

In addition we placed some focus on grade level collaboration, to be able to align our small group instruction in order to better differentiation learning for our EL and other students.

Students will be assessed using FastBridge, CAASPP, ELPAC and Benchmark Level Screener.

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

A big difference was that the allocated funds for grade level collaboration were not used due to the unavailability of subs.

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

We will address our grade level collaboration during staff meetings to make sure the planning takes place.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

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

Strategy/Activity 2

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

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

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

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

Amount(s)	Source(s)
12500	Title I 5000-5999: Services And Other Operating Expenditures Little Heroes
12500	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Little Heroes
3500	Title I 5800: Professional/Consulting Services And Operating Expenditures field trip transportations
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Admissions

Strategy/Activity 3

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

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

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

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

Strategy/Activity 4

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

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

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

Amount(s)	Source(s)
	no cost

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We will measure our success through student and parents surveys, student attendance, and overall incident reports

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

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.

Added Restorative Justice Training with SEEDS to support the development of positive relationships and communication on campus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Engage Stakeholders in a meaningful way that promotes a positive learning and community environment that is geared toward student achievement.

Identified Need

Increase parent engagement, parent participation and volunteer hours by 10%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Sheets from all School Events	40% of parents attended back to school night school events	• Increase parent participation at school events by 10%
Volunteer Hours Given School Wide	70% of Elementary Parents feel a sense of belonging	• Increase the number of volunteer hours accumulated
Parent Surveys	99% of Middle School Parents feel a sense of belonging	• Increase parents sense of belonging at the elementary level
		• Increase participation of parents who take the Panorama Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Engagement Activities:

1. Maintain school's webpage, parent square, monthly calendar of events, bi-weekly newsletter and use parent link to inform parents of school events

2. Schedule informative and enrichment events for parents: Coffees with the principal, Walk-a-thons, English Classes, STAR Night, ELAC, School Site Council, LCAP Meetings, Back-to-School Night, Open House, Math/Literacy Night, tech training
3. Host Parent coffees to inform and involve parents in programming, academic supports and community resources
3.Conduct monthly student of the month recognition assemblies to praise students for their attendance, behavior, and academic performance.
4. Host Staff/Parent Committee to gather interest in parent supports, parent trainings and community building ideas
5. Host monthly Los Dichos Reading where parents introduce students to cross cultural stories and books as well as activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies Books and Materials for Los Dichos
1350	Title I 1000-1999: Certificated Personnel Salaries Staff committee extended duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Encourage parent volunteer hours with family friendly events:
1. Community Liaison will advertise on all channels (website, parent square, parent link, Class Dojo) make calls and promote events on school marquee
2. Parents will be invited to the planning of key school events and support with messaging out of events amongst parents
3. Create bi-monthly enrichment activities to celebrate school cultures and engage families (such as Pumpkin Contest, Walk-a-thon, End of year Carnival, STAR Night, Reading Nights, Math Nights)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Title I 4000-4999: Books And Supplies

Materials for families activities at parent nights

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Success of these strategies will be measured through parent and student surveys, attendance, sign-in sheets, and parent participating at the different activities and events.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

An effort will be made to maintain the goal unchanged since it was more successful as in previous years.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$123,370.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$105,270.00

Subtotal of additional federal funds included for this school: $105,270.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration	$18,100.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $18,100.00

Total of federal, state, and/or local funds for this school: $123,370.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	109934	4,664.00
LCFF Supplemental/Concentration	19600	1,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Rebecca Jensen	Principal
Rebecca Berry	Classroom Teacher
Lonny Lovins	Classroom Teacher
Andrea Gauntt	Other School Staff
Brenda Andrade	Parent or Community Member
Alejandra Mora	Parent or Community Member
Juanita Ramos	Parent or Community Member
Arturo Cervantes	Parent or Community Member
Sandra Lopez	Parent or Community Member
Tam Le	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 2, 2020.

Attested:

Principal, Rebecca Jensen on 11/2/2020

SSC Chairperson, Brenda Andrade on 11/2/2020

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Aptitud Community Academy at Goss	43-69369-6046247	November 2, 2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school conducted a needs assessment with various stakeholders, staring with the evaluation of previous goals. Our school goals align with the Alum Rock Union School District. Being that we are a locally funded charter, our LCAP goals align with the goals of Alum Rock Union School District. In conducting our needs assessments the majority of our expenditures and actions follow suite with the Alum Rock Schools. Aptitud Academy at Goss is in compliance with supporting Title 1 studetns, English Langauge Learners, our students with unique needs, and other high needs groups.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents engage in a stakeholder surveys, small focus groups during parent coffees and town hall discussions with break out groups through out the year. A stakeholder survey went out in late February as well as small focus groups at a parent coffee. Results at this time showed that parents are overall pleased with the staff, they reported an overall sense of care and support for students. There was a need reported for more community events and parent trainings. When small groups where asked about parent trainings these areas emerged: 1)English language classes for parents 2) technology training 3) strategies for support students with learning. In the area of academic programming teachers and families alike showed interest in exploring academic interventions ie after school tutoring.
Teachers were also engaged in feedback both through surveys and small group discussion. Staff celebrated our student recognition pieces, and the sports program developed that are in place to support a positive environment. There was a need to increase staff and student knowledge of restorative practices to build community and communication practices on campus. For instruction, they valued access to technology to engage students and differentiate lessons. Teachers named an opportunity to go deeper in instructional practices through collaboration and implementation of strategies to support English Learners.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Visiting the classrooms at Aptitud shows that students are engaged in collaborative team work. Teachers use adopted curriculum materials and classroom technology to support instruction.
In the elementary classrooms ELs are supported through conversations using sentence frames and the Benchmark ELD texts. In middle school classrooms, approximately half of the classes utilize anchor charts and visual representation for students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Aptitud Community Academy at Goss depends on state and local assessments to identify where instruction needs to be modified in order to maximize student achievement. In the beginning of the year teachers are supplied with the ELPAC data and local assessment data in Reading and Math to support them in preparing for the current roster of students. In addition, we use the FastBridge local assessments to measure progress in Reading and Math. This assessment will be given 3 times a year and guide the data analysis conversations. After each assessment cycle (beginning, middle and end) teachers are given the opportunity to analyze data whole school and pull implications to the instruction that is happening in the classrooms. This year we would like to include the opportunity to collaborate in grade level teams around this data and instructional implications. Teams will hold grade level team meetings to digest the data and implications while planning instruction targeted to improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Aptitud Community Academy at Goss has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers through Illuminate data systems. This allows teachers to access their students' performance data so that they can compare it to school-wide, district, and state data to ascertain student performance and guide their efforts to provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. Illuminate also allows administrators to assess the effectiveness of curriculum and support intervention programs.

Some of the ongoing state and local assessments used at Aptitud to modify instruction and improve student achievement are the following:

- CAASPP California Assessment of Student Performance and Progress, CAST: The California Science Test
- Kindergarten - 5th Grade - Benchmark Level Screener Assessments
- Benchmark Unit Assessments
- Envision Unit Assessments
- English Language Proficiency Assessment for California (ELPAC)
- i-Ready for ELA and Math (2019-2020)/ FastBridge (2020-2021)
- Study Sync ELA and College Preparatory Math (CPM) for 6th, 7th, and 8th Grade

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Aptitud Community Academy at Goss meet the requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Aptitud teachers are credentialed in the content areas in which they teach. All Aptitud students are taught by credentialed teachers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- Staff development is provided in the use of standards-aligned materials and research-based practices.
- Eight Aptitud teachers have been taught in Guided Language Acquisition Design, a set of strategies implemented in conjunction with the state adopted social studies and English Language Development programs.

The strategies are designed to build vocabulary and background knowledge for English Learner students.

- Nine Aptitud teachers have participated in the five-day Constructing Meaning training. This is a training aimed at supporting English learners with strategies that will support instruction and faster English language acquisition.
- Occasional teacher-led Thursday afternoon professional development series includes topics such as:

1. Illuminate, Benchmark, Technology integration
2. Explicit Direct Instruction math lessons using whiteboards for guided practice.
3. PBIS
4. The technology component of the science curriculum
5. Cooperative Learning strategies for improving English Language Development
6. Constructing Meaning
7. i-Ready
8. Envision Math
9. Guided Reading

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A peer collaboration model will give teachers a forum to coach one another in best practices and to observe one another in classrooms. The principal and the assistant principal will support teaching staff with professional development opportunities once or twice a month. The administrators visits classrooms and give specific feedback to teachers on techniques and strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Aptitud, all our efforts to improve instruction are dependent on the collaboration of grade-level teams. Teams meet weekly. We also have monthly grade-level meetings during which the Literacy Coach, the Principal or the Assistant Principal facilitates an analysis of current data, a review of the action plan, and the development of a new plan based on the new data. The efficacy of the grade-level teams varies at different grades and conscious efforts are made by the administration and the support staff to improve the collaborative culture at all levels. We believe that our most powerful tool for school improvement is effective collaboration and we are committed to developing a professional learning community that is constantly improving instruction and achieving constantly improved results.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Aptitud Community Academy at Goss has aligned curriculum instruction and materials to content and performance standards through the following practices:

- All textbooks and supplemental materials align with the standards.
- Program evaluations stress student mastery of standards-based content.
- All professional development offerings to staff are closely tied to content standard instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The instructional program at Aptitud adheres closely to the recommended instructional minutes for reading/language arts and mathematics (K-8).

- Kindergarten has a minimum of 90 minutes of English/Language Arts (ELA) and 45 minutes of Math.
- Grades 1-3 have a minimum of 2.5 hours of ELA standards-based instruction plus 75 minutes of Math.
- Grades 4-8 have a minimum of 2 hours of ELA standards-based instruction plus 75 minutes of Math.

Due to school closures these minutes have been adjusted:

Kindergarten has a minimum of 180 minutes, 60 being live

Grades 1-3 have a minimum of 230 minutes, 80 being live

Grades 4-8 have a minimum of 240 minutes, 85 being live

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

At Aptitud intervention takes many forms. In elementary classrooms, teachers implement the workshop model as part of their language arts block. During the workshop time students are pulled in small groups for intervention opportunities according to their needs. Reading Partners supports up to 40 students with 1:1 reading tutoring. Fifty-five to 70 target students in all grades receive intensive one on one tutoring with City Year Corps members during the school day 3-5 days a week. For grades 6-8 all students have access to GradeSlam, which is an online platform students log into for tutoring support. We also have a small group of 10 students working with Tutorworks during afterschool intervention. Tier 2 students are also invited to work with teachers in the spring for teacher ran interventions.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Aptitud Community Academy at Goss has ensured the availability of standards-based instructional materials for all students through the following practices:

- The school provides state-adopted texts or instructional materials in ELA, math, science, and history/social science for every student.
- An effective system replaces worn out or lost materials quickly so that no student or teacher is without necessary materials.
- Teachers regularly examine student work samples at grade level/staff meetings to ensure that students are mastering grade level standards.
- Teacher lesson plans make explicit reference to lesson objectives.
- Teachers post on the board and present to students their lesson objectives on a daily basis.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

• Benchmark Advance Language Arts and Envision Math, are the core curricular materials used at Aptitud K-5 and Study Sync and College Preparatory Math in sixth to eight grade. Every student has access to these curriculums on a daily basis. Teachers have been trained in these programs and receive support from the district in order to implement these programs in a way that best serves the students. Most curricular material that is used at Aptitud is pulled from the same programs. Any supplemental material that is used is carefully chosen to meet state grade-level standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Aptitud Community Academy at Goss provides the following regular program services to enable under-performing students meet standards:

- Staff development is provided in differentiated instructional practices in the areas of ELA and math.
- The administrative team supports classroom teachers in best practices and teaching strategies to meet the needs of under-performing students. Efforts are made to utilize all components of the adopted curriculum.
- The workshop model is used in the elementary classrooms to allow time for teachers to work with small groups of learners on specific areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using tools such as leveling matrixes
- Teachers meet regularly with the principal to discuss the varied needs of students in each class. Strategies are discussed on how to best meet the needs of students with different needs.
- Students in most grades are targeted for participation in before and after school intervention classes taught by classroom teachers. Classes vary in length from 30-60 minutes and target specific areas of weakness for small groups of students.

Evidence-based educational practices to raise student achievement

Start here

Aptitud Community Academy at Goss depends on a variety of research-based educational practices to raise student achievement. Ongoing, structured, grade-level collaboration which focuses on relevant and current data provides the foundation of our ongoing school improvement efforts. Teachers have received many hours of professional development on the most current best-practices in reading instruction through the SB472 institutes. In addition most of the Aptitud staff has received over ten hours on the Explicit Direct Instruction model of objective-based lesson delivery. Teachers have been introduced to a variety of researched strategies for vocabulary development including thirteen of eighteen teachers have attended 30 hours of Guided Language Acquisition Design (GLAD). GLAD and a combination of Lucy Calkins and Step Up to Writing strategies depend on a solid understanding of second language acquisition and explicit instruction models. Teachers have also participated in Constructing Meaning professional development which emphasizes strategies to support English learners focusing on designated and integrated ELD.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Aptitud Community Academy at Goss provides the following family, school, district, and community resources to assist students:

- A Student Study Team (SST) responds to the concerns of classroom teachers and parents as regards to the academic and behavioral needs of students; and develops and monitors action plans to support learning.
- Parent trainings are provided by staff, district, and community organizations to better help parents support their child's academic progress.
- Parents are given parent friendly versions of their children's grade-level content standards expectations each year.
- Teachers provide workshops for parents on building literacy skills at home.
- Teachers meet with parents of students who are at risk of not meeting grade level standards at share strategies for supporting their learning at home.
- Meetings are held for the parents of incoming kindergarten students to inform them of the expectations for kinder students and families at Goss. Families are given materials and taught strategies to support their children.
- Monthly Principal's Coffee gatherings are educational opportunities attended by 20-50 parents. The principal uses these opportunities to teach parents about their rights and responsibilities as public school parents. She discusses grade-level standards, the accountability system and of course, how the parents can be active participants in their children's education.
- A community liaison is available every day to help parents find resources, learn the educational system, and translate with teachers.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Advisory Board, School Site Council, the English Learner Advisory Council, and the leadership team are involved in all major decisions at Aptitud in regards to budgets and programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Aptitud Community Academy at Goss provides the following categorical funded services to enable under-performing students meet standards:

- The after school intervention program provides tutoring, academic support, and enrichment opportunities for students.
- Before/after school intervention classes are offered to at-risk students scoring below proficient levels in ELA.
- Homework Centers focus on the needs of at-risk students.
- Bridge to Kindergarten for incoming kindergarten students that did not attend preschool.
- EPIC is a reading program that is used to motivate students and to promote reading fluency and comprehension for all students.
- Grade Level Collaboration, monthly grade-level meetings allow teachers to be released from classroom duties to analyze teaching and learning in their classrooms and to develop action plans for continuous improvement.
- The Principal, the Assistant Principal and classroom teachers analyze student data to monitor progress of ELs on their annual progress goal (based on length of time in the district's ELD program).
- The Reading Partners tutoring program and the City Year Program provide ongoing intensive tutoring one on one to students.

Fiscal support (EPC)

We received allocations from Title I, Supplemental/Concentration and General Fund.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Principal and the Assistant Principal meet with the School Site Council (SSC), parent groups and the school leadership team to review and update the SPSA report several times a year. Community stakeholders and staff are also sent surveys to increase response and allow for anonymous feedback.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.23%	0.48%	0.49%	1	2	2
African American	0.90%	1.2%	1.47%	4	5	6
Asian	7.00%	6.24%	6.37%	31	26	26
Filipino	2.03%	2.64%	3.43%	9	11	14
Hispanic/Latino	88.04%	87.29%	86.03%	390	364	351
Pacific Islander	0.68%	0.96%	1.23%	3	4	5
White	0.90%	0.96%	0.98%	4	4	4
Multiple/No Response	%	%	0%			0
			Total Enrollment	443	417	408

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	50	54	54
Grade 1	51	42	47
Grade 2	54	45	45
Grade3	58	55	42
Grade 4	55	54	50
Grade 5	48	51	48
Grade 6	50	39	45
Grade 7	42	41	35
Grade 8	35	36	42
Total Enrollment	443	417	408

Conclusions based on this data:

1. Enrollment has dropped in 1st, 3rd, 4th, 5th and 7th grade
2. Enrollment has increased in 6th and 8th grade.
3. Enrollment is steady in Kinder and 2nd

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	245	215	199	55.3%	51.6%	48.8%
Fluent English Proficient (FEP)	128	118	126	28.9%	28.3%	30.9%
Reclassified Fluent English Proficient (RFEP)	54	32	38	19.3%	13.1%	17.7%

Conclusions based on this data:

1. The number of English Language Learners has decreased.
2. Over the past 3 years our Fluent English Proficient population has increased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	55	55	55	55	55	55	55	55	100	100	100
Grade 4	55	56	53	54	55	53	54	55	53	98.2	98.2	100
Grade 5	59	49	51	59	49	50	59	49	50	100	100	98
Grade 6	46	49	42	46	48	41	46	48	41	100	98	97.6
Grade 7	36	42	43	36	42	41	35	42	41	100	100	95.3
Grade 8	39	35	35	39	35	34	39	35	34	100	100	97.1
All Grades	290	286	279	289	284	274	288	284	274	99.7	99.3	98.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2349.	2340.	2342.	1.82	1.82	1.82	5.45	14.55	5.45	32.73	16.36	25.45	60.00	67.27	67.27
Grade 4	2408.	2387.	2381.	3.70	3.64	3.77	16.67	14.55	11.32	31.48	21.82	15.09	48.15	60.00	69.81
Grade 5	2399.	2452.	2446.	1.69	6.12	8.00	8.47	18.37	20.00	16.95	34.69	26.00	72.88	40.82	46.00
Grade 6	2497.	2452.	2488.	10.87	2.08	4.88	13.04	20.83	26.83	47.83	25.00	39.02	28.26	52.08	29.27
Grade 7	2505.	2499.	2493.	2.86	4.76	7.32	31.43	16.67	21.95	28.57	40.48	21.95	37.14	38.10	48.78
Grade 8	2550.	2519.	2527.	12.82	2.86	11.76	33.33	25.71	20.59	28.21	42.86	35.29	25.64	28.57	32.35
All Grades	N/A	N/A	N/A	5.21	3.52	5.84	16.32	17.96	16.79	30.56	28.87	26.28	47.92	49.65	51.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.82	9.09	3.64	38.18	30.91	43.64	60.00	60.00	52.73
Grade 4	3.70	1.82	9.43	59.26	45.45	28.30	37.04	52.73	62.26
Grade 5	1.69	4.08	4.00	33.90	61.22	52.00	64.41	34.69	44.00
Grade 6	8.70	4.17	2.44	43.48	37.50	58.54	47.83	58.33	39.02
Grade 7	8.57	9.76	14.63	57.14	41.46	31.71	34.29	48.78	53.66
Grade 8	17.95	11.43	11.76	41.03	37.14	38.24	41.03	51.43	50.00
All Grades	6.25	6.36	7.30	44.79	42.40	41.97	48.96	51.24	50.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.64	0.00	0.00	30.91	27.78	34.55	65.45	72.22	65.45
Grade 4	0.00	3.64	1.89	61.11	40.00	33.96	38.89	56.36	64.15
Grade 5	5.08	6.12	16.00	35.59	65.31	36.00	59.32	28.57	48.00
Grade 6	15.22	6.25	14.63	43.48	37.50	60.98	41.30	56.25	24.39
Grade 7	14.29	14.63	9.76	48.57	48.78	56.10	37.14	36.59	34.15
Grade 8	30.77	5.71	14.71	46.15	65.71	50.00	23.08	28.57	35.29
All Grades	10.07	5.67	8.76	43.75	46.10	43.80	46.18	48.23	47.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.82	1.82	3.64	50.91	50.91	60.00	47.27	47.27	36.36
Grade 4	7.41	3.64	3.77	46.30	61.82	54.72	46.30	34.55	41.51
Grade 5	1.69	2.04	8.00	42.37	59.18	56.00	55.93	38.78	36.00
Grade 6	8.70	6.25	7.32	67.39	58.33	70.73	23.91	35.42	21.95
Grade 7	5.71	0.00	4.88	48.57	56.10	46.34	45.71	43.90	48.78
Grade 8	17.95	2.86	11.76	64.10	60.00	61.76	17.95	37.14	26.47
All Grades	6.60	2.83	6.20	52.43	57.60	58.03	40.97	39.58	35.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.64	7.27	1.82	47.27	38.18	38.18	49.09	54.55	60.00
Grade 4	14.81	7.27	5.66	46.30	50.91	33.96	38.89	41.82	60.38
Grade 5	3.39	18.37	12.00	28.81	40.82	36.00	67.80	40.82	52.00
Grade 6	21.74	8.33	9.76	56.52	50.00	56.10	21.74	41.67	34.15
Grade 7	20.00	9.76	14.63	42.86	56.10	41.46	37.14	34.15	43.90
Grade 8	28.21	8.57	17.65	48.72	62.86	52.94	23.08	28.57	29.41
All Grades	13.89	9.89	9.49	44.44	48.76	41.97	41.67	41.34	48.54

Conclusions based on this data:

1. Grades 5th -8th showed growth in the overall percentage at or above standard
2. Grades 3 and 4 show a decrease in overall achievement from 17-18 to 18-19
3. 6th grade showed a significant decline in percent of students at standards not met

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	55	55	55	55	55	55	55	55	100	100	100
Grade 4	55	56	53	55	55	53	55	55	53	100	98.2	100
Grade 5	59	49	51	59	49	51	59	49	51	100	100	100
Grade 6	46	49	42	46	49	42	46	49	42	100	100	100
Grade 7	36	42	43	36	42	43	36	42	43	100	100	100
Grade 8	39	35	35	39	35	34	39	35	34	100	100	97.1
All Grades	290	286	279	290	285	278	290	285	278	100	99.7	99.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2373.	2364.	2358.	3.64	7.27	1.82	10.91	9.09	7.27	32.73	20.00	27.27	52.73	63.64	63.64
Grade 4	2437.	2412.	2408.	7.27	7.27	13.21	25.45	10.91	5.66	29.09	34.55	26.42	38.18	47.27	54.72
Grade 5	2415.	2462.	2434.	1.69	6.12	3.92	1.69	14.29	17.65	22.03	36.73	17.65	74.58	42.86	60.78
Grade 6	2469.	2428.	2457.	4.35	2.04	4.76	10.87	6.12	7.14	28.26	24.49	33.33	56.52	67.35	54.76
Grade 7	2490.	2497.	2485.	2.78	9.52	6.98	25.00	4.76	23.26	25.00	33.33	16.28	47.22	52.38	53.49
Grade 8	2527.	2504.	2495.	10.26	8.57	8.82	23.08	8.57	5.88	30.77	42.86	29.41	35.90	40.00	55.88
All Grades	N/A	N/A	N/A	4.83	6.67	6.47	15.17	9.12	11.15	27.93	31.23	24.82	52.07	52.98	57.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.27	12.73	1.82	38.18	20.00	30.91	54.55	67.27	67.27
Grade 4	18.18	14.55	15.09	30.91	25.45	16.98	50.91	60.00	67.92
Grade 5	1.69	6.12	7.84	18.64	38.78	27.45	79.66	55.10	64.71
Grade 6	4.35	2.04	7.14	19.57	18.37	23.81	76.09	79.59	69.05
Grade 7	16.67	14.29	13.95	30.56	21.43	27.91	52.78	64.29	58.14
Grade 8	15.38	11.43	8.82	46.15	31.43	20.59	38.46	57.14	70.59
All Grades	10.00	10.18	8.99	30.00	25.61	24.82	60.00	64.21	66.19

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.27	10.91	7.27	40.00	27.27	29.09	52.73	61.82	63.64
Grade 4	9.09	5.45	15.09	50.91	41.82	20.75	40.00	52.73	64.15
Grade 5	1.69	4.08	7.84	23.73	48.98	35.29	74.58	46.94	56.86
Grade 6	13.04	2.04	7.14	26.09	30.61	35.71	60.87	67.35	57.14
Grade 7	11.11	9.52	6.98	30.56	40.48	46.51	58.33	50.00	46.51
Grade 8	17.95	11.43	8.82	43.59	42.86	44.12	38.46	45.71	47.06
All Grades	9.31	7.02	8.99	35.86	38.25	34.17	54.83	54.74	56.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.64	7.27	3.64	49.09	36.36	49.09	47.27	56.36	47.27
Grade 4	12.73	10.91	15.09	40.00	41.82	30.19	47.27	47.27	54.72
Grade 5	1.69	6.12	7.84	35.59	42.86	37.25	62.71	51.02	54.90
Grade 6	8.70	2.04	4.76	36.96	34.69	42.86	54.35	63.27	52.38
Grade 7	8.33	7.14	11.63	52.78	61.90	46.51	38.89	30.95	41.86
Grade 8	17.95	14.29	8.82	48.72	42.86	44.12	33.33	42.86	47.06
All Grades	8.28	7.72	8.63	43.10	42.81	41.37	48.62	49.47	50.00

Conclusions based on this data:

1. 7th grade cohort showed significant growth from 17-18 to 18-19
2. Students did better in communicating reasoning than in concepts and procedures.
3. Students struggled in the area of Applying mathematical concepts and procedures more than in any other area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1425.8	1436.8	1430.6	1448.4	1414.4	1409.3	50	46
Grade 1	1452.4	1434.6	1459.7	1443.9	1444.5	1424.8	27	28
Grade 2	1476.7	1452.1	1476.7	1473.2	1476.0	1430.6	27	16
Grade 3	1451.3	1454.6	1447.9	1461.8	1454.1	1447.1	28	17
Grade 4	1490.8	1490.2	1483.6	1501.6	1497.5	1478.3	24	26
Grade 5	1501.7	1503.4	1490.4	1504.3	1512.6	1501.9	15	21
Grade 6	1500.0	*	1492.4	*	1507.1	*	24	10
Grade 7	1544.7	1519.2	1544.3	1519.9	1544.6	1518.0	21	23
Grade 8	1530.4	1554.1	1518.7	1563.6	1542.1	1544.1	15	14
All Grades							231	201

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.00	17.39	28.00	36.96	34.00	39.13	*	6.52	50	46
1	*	0.00	*	14.29	*	75.00	*	10.71	27	28
2	40.74	0.00	*	12.50	*	87.50	*	0.00	27	16
3	0	0.00	*	11.76	*	41.18	57.14	47.06	28	17
4	*	7.69	50.00	23.08	*	61.54	*	7.69	24	26
5	*	19.05	*	23.81	*	38.10	*	19.05	15	21
6	*	*	*	*	*	*	*	*	24	*
7	*	8.70	57.14	43.48	*	26.09	7%	21.74	21	23
8	*	21.43	*	42.86	*	21.43	*	14.29	15	14
All Grades	21.21	9.45	32.90	27.36	28.57	49.25	17.32	13.93	231	201

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.00	19.57	40.00	41.30	22.00	32.61	*	6.52	50	46
1	48.15	7.14	40.74	39.29	*	42.86	*	10.71	27	28
2	62.96	6.25	*	62.50	*	31.25	*	0.00	27	16
3	*	17.65	39.29	17.65	*	47.06	*	17.65	28	17
4	*	30.77	54.17	46.15	*	23.08	*	0.00	24	26
5	*	28.57	*	42.86	*	9.52	0	19.05	15	21
6	*	*	45.83	*	*	*	*	*	24	*
7	66.67	30.43	*	30.43	*	21.74	7%	17.39	21	23
8	*	50.00	*	14.29	*	14.29	*	21.43	15	14
All Grades	34.63	22.39	38.96	38.31	16.02	28.86	10.39	10.45	231	201

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.00	10.87	*	30.43	48.00	47.83	*	10.87	50	46
1	*	0.00	*	7.14	*	64.29	44.44	28.57	27	28
2	*	0.00	*	0.00	*	43.75	*	56.25	27	16
3		0.00	*	5.88	*	23.53	82.14	70.59	28	17
4	*	0.00	*	11.54	*	46.15	*	42.31	24	26
5	*	0.00	*	9.52	*	61.90	*	28.57	15	21
6		*	*	*	*	*	*	*	24	*
7	*	0.00	*	13.04	57.14	47.83	*	39.13	21	23
8	*	7.14	*	14.29	*	64.29	*	14.29	15	14
All Grades	19.05	2.99	15.15	13.93	35.06	50.25	30.74	32.84	231	201

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.00	19.57	36.00	73.91	*	6.52	50	46
1	55.56	25.00	*	71.43	*	3.57	27	28
2	74.07	6.25	*	81.25	*	12.50	27	16
3	*	5.88	50.00	47.06	46.43	47.06	28	17
4	*	15.38	75.00	65.38	*	19.23	24	26
5	*	4.76	73.33	71.43		23.81	15	21
6	*	*	75.00	*	*	*	24	*
7	*	13.04	52.38	52.17	*	34.78	21	23
8	*	14.29	*	71.43	*	14.29	15	14
All Grades	35.93	13.93	48.92	67.16	15.15	18.41	231	200

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.00	21.74	66.00	67.39	*	10.87	50	46
1	48.15	0.00	44.44	82.14	*	17.86	27	28
2	48.15	12.50	44.44	87.50	*	0.00	27	16
3	*	29.41	42.86	52.94	*	17.65	28	17
4	*	46.15	*	50.00	*	3.85	24	26
5	*	76.19	*	14.29		9.52	15	21
6	58.33	*	*	*	*	*	24	*
7	76.19	52.17	*	26.09		21.74	21	23
8	*	64.29	*	14.29	*	14.29	15	13
All Grades	45.89	34.83	43.72	52.24	10.39	12.44	231	200

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.00	4.35	64.00	89.13	*	6.52	50	46
1	*	7.14	*	50.00	40.74	42.86	27	28
2	40.74	0.00	40.74	37.50	*	62.50	27	16
3		0.00	*	17.65	78.57	82.35	28	17
4	*	0.00	45.83	34.62	45.83	65.38	24	26
5	*	0.00	*	57.14	*	38.10	15	20
6	*	*	*	*	66.67	*	24	*
7	*	0.00	*	34.78	*	60.87	21	22
8	*	7.14	*	57.14	*	35.71	15	14
All Grades	19.05	2.49	41.13	52.24	39.83	44.28	231	199

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.00	41.30	38.00	39.13	*	19.57	50	46
1	*	0.00	44.44	71.43	*	28.57	27	28
2	*	0.00	55.56	43.75	*	56.25	27	16
3		0.00	39.29	58.82	60.71	41.18	28	17
4	*	0.00	66.67	69.23	*	26.92	24	25
5	*	4.76	*	61.90	*	9.52	15	16
6		*	87.50	*	*	*	24	*
7	*	0.00	76.19	78.26		21.74	21	23
8	*	7.14	73.33	92.86	*	0.00	15	14
All Grades	24.68	10.95	54.98	60.70	20.35	25.37	231	195

Conclusions based on this data:

1. Cohorts of students show minimal progress in their overall growth from one year to the next
2. Oral Language is an overall strength for our students
3. Reading is an area of opportunity

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
417	94.2	51.6	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	215	51.6
Foster Youth	1	0.2
Homeless	3	0.7
Socioeconomically Disadvantaged	393	94.2
Students with Disabilities	45	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
American Indian	2	0.5
Asian	26	6.2
Filipino	11	2.6
Hispanic	364	87.3
Two or More Races	1	0.2
Pacific Islander	4	1.0
White	4	1.0

Conclusions based on this data:

1. More than half of the students are English Learners.
2. A very high percentage of students are Socioeconomically Disadvantaged
3. 10% of students have a disability

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. Chronic Absenteeism is a problem at Aptitud.
2. Academic Performance in both Language Arts and Mathematics is low.
3. Suspension Rate has shown improvement

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
64 points below standard	74.8 points below standard	0 Students
Increased ++3.1 points	Maintained -2.1 points	
267	202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	67.2 points below standard	124.8 points below standard
3	Maintained ++2.7 points	Maintained ++0.3 points
	254	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 0 Students	No Performance Color 51.7 points above standard Increased Significantly ++41.7 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 72.4 points below standard Maintained ++1.5 points 234	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.2 points below standard Maintained ++0.2 points 102	23.5 points below standard Declined -4.4 points 100	60.9 points below standard Increased Significantly ++21.4 points 49

Conclusions based on this data:

1. Our disaggregated data shows that students with unique needs are underperforming
2. English Learners and Students with disabilities show the greatest opportunity for growth

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 81.9 points below standard Declined -5.1 points 268	Orange 89.6 points below standard Declined -7.4 points 202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Orange 87 points below standard Declined -5.3 points 255	Red 177.3 points below standard Declined Significantly -28.6 points 39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color 40.2 points above standard Increased Significantly ++25 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 93.2 points below standard Declined -7.3 points 234		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
136.1 points below standard Declined -3.9 points 102	42.3 points below standard Declined -11 points 100	86.2 points below standard Declined -3.3 points 49

Conclusions based on this data:

1. Performance by all students in Mathematics declined across all subgroups

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
39.2 making progress towards English language proficiency
Number of EL Students: 143
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.7	30.0		39.1

Conclusions based on this data:

1. A majority of our students are not making progress towards language proficiency

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange 11.3 Increased +2.4 450	Orange 10.8 Increased +1.9 241	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Orange 11.6 Increased +2.3 424	Orange 13.8 Maintained +0.1 58

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
5	2	Maintained 0	11
		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.2	0	4	5
396			

Conclusions based on this data:

1. All subgroups saw an increase in chronic absenteeism

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.5	2.4	Less than 11 Students - Data Not
Declined Significantly -4	Declined Significantly -4.2	2
460	246	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not	1.6	1.7
4	Declined Significantly -4.2	Declined -9.4
	433	59

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 5	No Performance Color Less than 11 Students - Data 2	No Performance Color 0 Maintained 0 27	No Performance Color 0 12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1.7 Declined Significantly -4.3 404	No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 4	No Performance Color Less than 11 Students - Data 5

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.5	1.5

Conclusions based on this data:

1. The number of suspensions is declining across all subgroups

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century.

Goal 1

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century.

Identified Need

Student data collected will include but is not limited to CAASPP scores, iReady/FastBridge scores, Benchmark Advance assessments, envision math assessments, English Language Assessment for California (ELPAC), writing samples and teacher created assessment.

Significant subgroups continue to under perform. There is a need for more PD around best practices and data analysis that focuses on key subgroups. There is a need for small group reading instruction to ensure that our students are able to read at grade level. There is need for PD on how to support English learners during math instruction. There is also a need for ongoing data analysis and grade level collaboration around re-teaching key standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Professional Development records/survey evaluations • District Benchmark Scores • SBAC results - English Language Arts and Mathematics • Independent Reading Levels (Leveled Screener/BookNook) • . Classroom Observations • Inventory of technology devices	• 30% of Middle School Teachers participate in additional professional development regularly. Approximately 42% of our elementary teachers participate in professional development regularly • i-Ready Reading diagnostic scores K-5: 10% at level 39% approaching 52% at risk	• To increase overall participation in additional professional development to support initiatives and the delivery of rigorous instruction • All students will show some growth from Fall to Spring as measured by the FastBridge District Benchmark with the target of being at grade level • Increase performance on state indicator in English Language Arts and Math for all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	i-Ready Reading diagnostic scores 6-8: 10% at level 15% approaching 75% at risk i-Ready Math diagnostic scores K-5: 5% at level 39% approaching 55 % at risk i-Ready Math diagnostic scores 6-8: 13% at level 27 % approaching 60 % at risk • SBAC results 2018 - 2019 - English Language Arts: 22.63 Met/exceeded 26.28 nearly met 51.09 not met Math 17.62 Met/exceeded 24.82 nearly met 57.55 not met • Independent Reading Level K-5 31.42% Challenge/Benchmark	student group by +10 points or more as noted on the California Dashboard • All students will show 1 years growth in their independent reading level as measured by Book Nook/ Leveled Screener • 100% of students have one-to-one functional devices and 100% of classrooms have functional presentation technology for delivery of instruction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18.58% Strategic 50% Intensive • Our current count of student devices is 1:1 with a certain number needed repair or updates. Every classroom has presentation technology, with a small number needed replacement or repair	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Aptitud

Strategy/Activity

Professional Learning:
1. Professional development is offered in core curriculums and ed tech platforms
2. Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices
3. Staff receives professional learning in the analysis of assessment data and the data management systems.
4. Teachers are given release time to analyze data and collaborate with grade-level teams, view model lessons, and visit other classrooms.
5. Teachers, administrators and support staff are given opportunities to attend relevant professional development workshops and conferences.
6. Team comes together to analyze student learning and consider new strategies and best practices.
7. Teacher collaboration meetings give teachers opportunities to monitor student progress towards standards.
8. Analyze the results of ELPAC, FastBridge, ESGI, Reading Screener and other local assessments to identify areas for greater focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries substitutes
2700	Title I 1000-1999: Certificated Personnel Salaries Tech Thursday Professional Developments
4500	Title I 4000-4999: Books And Supplies classroom libraries
4,500	Title I 5000-5999: Services And Other Operating Expenditures Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Aptitud

Strategy/Activity

Students will have access to high quality interventions and additional supports to engage in the instructional program

1. At-risk students are targeted for extended learning time in teacher-led intervention programs before or after-school.
2. City Year corp members work in the regular classroom providing additional support to the academic program during class time
3. City Year, Little Heroes and YMCA provide extended day homework support and enrichment activities to target at-risk students
4. Reading Partners will provide one on one tutoring to students that are up to 2 years below grade level in reading
5. Students in grades 6th through 8th have access to Paper, an online tutoring program that is available to them 24/7.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3950	Title I 1000-1999: Certificated Personnel Salaries Intervention teacher led

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Aptitud

Strategy/Activity

Provide Supplemental Materials that are conducive to a productive learning environment:
1. Teachers and students will have access to online platforms to supplement core curriculums (ie RAZ kids, HeadSprout, Starfall, Spelling City,Happy Numbers etc)
2. Teachers and students will have access to supplemental materials to support both distance learning and in class instruction for Math, ELA, Science, PE and Music
3. Teachers have access to LCD projectors and technology that supports full engagement of students (Promethean Boards, remote responders, reader pens, etc.)
4. All classrooms are equipped with necessary items to fully and effectively implement curriculum such as area rugs, whiteboard easels, chart paper, overhead timers, globe, etc.
5. Classroom libraries are home to a wealth of literature and reference resources for students to use at school and to check out for home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5680	Title I 5800: Professional/Consulting Services And Operating Expenditures Licenses for programs
9000	Title I 4000-4999: Books And Supplies distance learning supplemental materials
12000	Title I 4000-4999: Books And Supplies classroom technology
5000	Title I 4000-4999: Books And Supplies Classroom libraries
7640	Title I 5000-5999: Services And Other Operating Expenditures Teacher copier and maintenance
2500	Title I 4000-4999: Books And Supplies Classroom equipment
4000	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Teacher classroom materials ans supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Aptitud

Strategy/Activity

Family Involvement:
1. Informational meetings to educate parents about the Common Core State Standards and how they can participate in moving their children towards mastery.
2. Newsletters and other informational documents sent to all students' homes with important information about the academic programs.
3. The SST process includes parents in addressing the particular needs of referred under-performing students.
4. Increase parents' knowledge and involvement in student academic progress in ELA through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, ELAC, PTA, Principal's Coffees, etc.)
5. Host parenting, technology, and/or ESL classes for parents and community members.
6. Host parent meetings for at-risk students to help them learn how best to help their children with academic tasks.
7. Host literacy nights, Read Across Aptitud Days, Under the Stars" and other events to get parents on campus reading with their children.
8. Kindergarten Orientation meetings in the spring and fall are a forum to inform parents of incoming Kindergarten students of the expectations we have of them and their children. Materials are provided at the meeting that facilitates them working at
home with their children.
9. Host semester academic achievement ceremonies to promote and celebrate student achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Kinder readiness and promotional materials
1000	Title I 4000-4999: Books And Supplies academic achievement certificates and awards

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified
	None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Aptitud Academy will utilize local assessments provided by the district that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. We will also use state assessments to measure growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year our district benchmark changed from iReady to FastBridge, so our metrics used in our outcomes will be different.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 2

20% of our EL's ELPAC level 3 or higher students will be reclassified by the end of the year
All EL's will grow from one percentile tier to the next as measured by the FastBridge Assessment

Identified Need

Student data collected will include but is not limited to FastBridge scores, English Language Assessment for California (ELPAC), writing samples and teacher created assessments.

Our English Learners, which is a significant subgroup, continues to under perform. There is a need for more PD around best practices and key strategies to meet the needs of English Learners at various levels of proficiency, in all academic subjects.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*Classroom walkthroughs	* 46% teachers use visual and/or oral supports to support ELs	90% of classrooms visited will demonstrate evidence of best practice EL strategies as identified by staff (ie sentence frames, visuals, graphic organizers)
*FastBridge Assessments/ * CAASPP Data * ELPAC data	CAASPP: ELA: In 18-19 1.81% of ELs met or exceeded standard Math: In 18-19 5.46% of ELs met or exceeded standard * In 2019-20 6.4% of Level 3 ELs met Reclassification criteria	* Increase of 10% of ELs score at standard as measured by the FastBridge aReading Assessment and CAASPP data * 20% of Level 3 ELs will meet reclassification criteria

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

Strategy/Activity

Professional Learning
1. Teachers will engage in regular staff meetings to discuss EL supports and strategies appropriate for distance learning and aligned to the 4 domains (reading, writing, speaking and listening).
2. Teachers will engage in grade level collaboration to align strategies per grade level for integrated ELD (ie sentence frames and graphic organizers)
3. Teachers will be offered EL Toolkit training around EL strategies to support rigorous instruction in grades K-8
4. During grade level collaboration teams will analyze data and unpack curricular supports for ELs to target instruction
5.Teachers will collaborate to integrate ELD standards with Core Curriculum
6. Teaches will analyze ELPAC, FastBridge and Local Assessment data to inform instructional decisions
7. EL students will have access to classroom libraries where books are culturally responsive and reflective of the classroom community

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	Title I 5800: Professional/Consulting Services And Operating Expenditures EL Toolkit PD

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

Strategy/Activity

Students will have access to high quality supports to engage in the instructional program:
1. Long Term English Learners in grades 6th-8th will participate in an elective period using English 3D to support them in the improvement of their language acquisition with the goal of being reclassified
2. Grades 3-8 will use Listenwise to support students in building listening skills and oral communication skills
3. Grades K-2 will use BrainPopEL to engage students visually in listening and speaking to a topic
4. Newcomers will be enrolled in Imagine Learning to support basic language development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	books

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

Strategy/Activity

1.Provide Supplemental Materials that are conducive to a productive learning environment (ie graphic organizer mats, vocabulary workbooks, RAZkids ELL pack, etc)
2. EL students will have access to classroom libraries where books are culturally responsive and reflective of the classroom community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies materials and supplies
4500	Title I 4000-4999: Books And Supplies culturally relevant books

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

Strategy/Activity

Family Engagement
1. Admin team will hold monthly ELAC meetings to support families of English Language Learners
2. ELAC meetings will offer academic supports, create feedback space around programing and inform parents of standards, testing requirements and programming
available to ELs
3.Increase parents' knowledge and involvement in student academic progress in ELD

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Aptitud Academy will utilize local assessments provided by the District that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. There will be an emphasis on constructed responses.

In addition we placed some focus on grade level collaboration, to be able to align our small group instruction in order to better differentiation learning for our EL and other students.

Students will be assessed using FastBridge, CAASPP, ELPAC and Benchmark Level Screener.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A big difference was that the allocated funds for grade level collaboration were not used due to the unavailability of subs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will address our grade level collaboration during staff meetings to make sure the planning takes place.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

Goal 3

We will cultivate a positive school culture by encouraging a Growth Mindset and see our students and teachers as agents of change. We will continue to implement SEL practices with a Restorative Justice lens.

Identified Need

We will use eSchoolplus discipline data and results from Panorama surveys to analyze student feelings around school safety and engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
eSchool Discipline Data	241 Incidents logged in 2019-2020	We will see a downward trend of incidents
Attendance Data Student Survey Data	11.4% of students are chronically absent	10% of students are chronically absent
	50% of MS students feel safe 62% of Elementary feel safe	60% of MS students feel safe 72% of Elementary feel safe
PD participation Data	59% of MS students feel a sense of belonging 70% of Elementary students feel a sense of belonging	69% of MS students feel a sense of belonging 80% of Elementary students feel a sense of belonging
	88% of teachers attended extended restorative justice training	100% of teachers will attend extended restorative justice trainings

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Learning:
1. Explore restorative justice practices and practice holding equitable, respectful conversations amongst staff and students
2. Examine school policies that do not embrace restorative practices
3. Partner with SEEDS to explore communication practices and community circles
4. Align PBIS practices with RJ and SEL, implemented during morning meetings.
5. Implement morning meetings as a time of connection and community building
5. Host a staff led Student Engagement Committee to plan and implement student of the month, honor roll, and monthly student incentive and engagement events aligned to PBIS
6. Engage ASB officers into increasing participation student events and spirit activities to build a sense of belonging
7. Equip teachers with Kimochi tools to deepen communication skills and strategies for elementary classrooms.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title I 5000-5999: Services And Other Operating Expenditures SEEDS Contract
4,050	Title I 1000-1999: Certificated Personnel Salaries Extended Duty SEEDS Training
1350	Title I 1000-1999: Certificated Personnel Salaries Student Engagement Committee Extended Duty
2100	Title I 1000-1999: Certificated Personnel Salaries Kimochi's Training Extended Duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
To build up and engage student culture:
1. Contract with Little Heroes to build sportsmanship from elementary age and provide safe, structured play and healthy living habits
2. Create a sports league to run soccer, basketball and track and field competitions to encourage sportsmanship, teamwork and culture building
3. Use after school support providers to run enrichment clubs based on student interests (ie sports, chess, cooking, art, choir, music, social justice, etc)

4. ASB will plan a total of 3 student activities (virtual or in-person) to create student-lead school community
5. Hold weekly assemblies, "Gator Gatherings" to build community and school spirit
6. Academic study trips and assemblies including Science Camp for 5th grade students to reinforce standards-based concepts, themes from the curriculum, and build necessary background knowledge by giving students a variety of life experiences.
7. Encourage cross grade level relationships through a reading buddy program
8. Counselor will work with families to connect with community resources such as: SLS Community resources, ARCC, NHFY, Sacred Heart financial support, Rock n' Learn at the SJ Public Libraries, Counselor-based outreach etc.?

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12500	Title I 5000-5999: Services And Other Operating Expenditures Little Heroes
12500	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Little Heroes
3500	Title I 5800: Professional/Consulting Services And Operating Expenditures field trip transportations
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Admissions

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Provide supplemental materials that are conducive to increasing engagement:
1. Staff and students will have access to appropriate sports equipment for intramural leagues such as soccer balls, nets, footballs, etc
2. Staff and students will have access to appropriate materials to support student interest clubs (art, book club, board games, cooking, etc
3. Host student of the month ceremonies to celebrate student achievements, with character traits and academic growth

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Sports equipment
1250	Title I 4000-4999: Books And Supplies Materials and Supplies for clubs
1000	Title I 4000-4999: Books And Supplies Materials and supplies for ceremonies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family Involvement:
Work to support all parents in joining and interacting with parent square, trainings for staff and families
Mail out certificates and other notifications of events that are happening at school
Use multiple communication channels (Parent Square, ClassDojo, Parent Link, Google Classroom, District Website) to inform parents on what is going on at the school .

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	no cost

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We will measure our success through student and parents surveys, student attendance, and overall incident reports

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Added Restorative Justice Training with SEEDS to support the development of positive relationships and communication on campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

Goal 4

Engage Stakeholders in a meaningful way that promotes a positive learning and community environment that is geared toward student achievement.

Identified Need

Increase parent engagement, parent participation and volunteer hours by 10%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Sheets from all School Events Volunteer Hours Given School Wide Parent Surveys	40% of parents attended back to school night school events 70% of Elementary Parents feel a sense of belonging 99% of Middle School Parents feel a sense of belonging	• Increase parent participation at school events by 10% • Increase the number of volunteer hours accumulated • Increase parents sense of belonging at the elementary level • Increase participation of parents who take the Panorama Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Engagement Activities:

1. Maintain school's webpage, parent square, monthly calendar of events, bi-weekly newsletter and use parent link to inform parents of school events

2. Schedule informative and enrichment events for parents: Coffees with the principal, Walk-a-thons, English Classes, STAR Night, ELAC, School Site Council, LCAP Meetings, Back-to-School Night, Open House, Math/Literacy Night, tech training
3. Host Parent coffees to inform and involve parents in programming, academic supports and community resources
3.Conduct monthly student of the month recognition assemblies to praise students for their attendance, behavior, and academic performance.
4. Host Staff/Parent Committee to gather interest in parent supports, parent trainings and community building ideas
5. Host monthly Los Dichos Reading where parents introduce students to cross cultural stories and books as well as activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies Books and Materials for Los Dichos
1350	Title I 1000-1999: Certificated Personnel Salaries Staff committee extended duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Encourage parent volunteer hours with family friendly events:
1. Community Liaison will advertise on all channels (website, parent square, parent link, Class Dojo) make calls and promote events on school marquee
2. Parents will be invited to the planning of key school events and support with messaging out of events amongst parents
3. Create bi-monthly enrichment activities to celebrate school cultures and engage families (such as Pumpkin Contest, Walk-a-thon, End of year Carnival, STAR Night, Reading Nights, Math Nights)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Title I 4000-4999: Books And Supplies

Materials for families activities at parent nights

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Success of these strategies will be measured through parent and student surveys, attendance, sign-in sheets, and parent participating at the different activities and events.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

An effort will be made to maintain the goal unchanged since it was more successful as in previous years.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$123,370.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$105,270.00

Subtotal of additional federal funds included for this school: $105,270.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration	$18,100.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $18,100.00

Total of federal, state, and/or local funds for this school: $123,370.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	109934	4,664.00
LCFF Supplemental/Concentration	19600	1,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Rebecca Jensen	Principal
Rebecca Berry	Classroom Teacher
Lonny Lovins	Classroom Teacher
Andrea Gauntt	Other School Staff
Brenda Andrade	Parent or Community Member
Alejandra Mora	Parent or Community Member
Juanita Ramos	Parent or Community Member
Arturo Cervantes	Parent or Community Member
Sandra Lopez	Parent or Community Member
Tam Le	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 2, 2020.

Attested:

Principal, Rebecca Jensen on 11/2/2020

SSC Chairperson, Brenda Andrade on 11/2/2020

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Aptitud Community Academy at Goss	43-69369-6046247	November 2, 2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school conducted a needs assessment with various stakeholders, staring with the evaluation of previous goals. Our school goals align with the Alum Rock Union School District. Being that we are a locally funded charter, our LCAP goals align with the goals of Alum Rock Union School District. In conducting our needs assessments the majority of our expenditures and actions follow suite with the Alum Rock Schools. Aptitud Academy at Goss is in compliance with supporting Title 1 studetns, English Langauge Learners, our students with unique needs, and other high needs groups.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents engage in a stakeholder surveys, small focus groups during parent coffees and town hall discussions with break out groups through out the year. A stakeholder survey went out in late February as well as small focus groups at a parent coffee. Results at this time showed that parents are overall pleased with the staff, they reported an overall sense of care and support for students. There was a need reported for more community events and parent trainings. When small groups where asked about parent trainings these areas emerged: 1)English language classes for parents 2) technology training 3) strategies for support students with learning. In the area of academic programming teachers and families alike showed interest in exploring academic interventions ie after school tutoring.
Teachers were also engaged in feedback both through surveys and small group discussion. Staff celebrated our student recognition pieces, and the sports program developed that are in place to support a positive environment. There was a need to increase staff and student knowledge of restorative practices to build community and communication practices on campus. For instruction, they valued access to technology to engage students and differentiate lessons. Teachers named an opportunity to go deeper in instructional practices through collaboration and implementation of strategies to support English Learners.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Visiting the classrooms at Aptitud shows that students are engaged in collaborative team work. Teachers use adopted curriculum materials and classroom technology to support instruction.
In the elementary classrooms ELs are supported through conversations using sentence frames and the Benchmark ELD texts. In middle school classrooms, approximately half of the classes utilize anchor charts and visual representation for students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Aptitud Community Academy at Goss depends on state and local assessments to identify where instruction needs to be modified in order to maximize student achievement. In the beginning of the year teachers are supplied with the ELPAC data and local assessment data in Reading and Math to support them in preparing for the current roster of students. In addition, we use the FastBridge local assessments to measure progress in Reading and Math. This assessment will be given 3 times a year and guide the data analysis conversations. After each assessment cycle (beginning, middle and end) teachers are given the opportunity to analyze data whole school and pull implications to the instruction that is happening in the classrooms. This year we would like to include the opportunity to collaborate in grade level teams around this data and instructional implications. Teams will hold grade level team meetings to digest the data and implications while planning instruction targeted to improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Aptitud Community Academy at Goss has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers through Illuminate data systems. This allows teachers to access their students' performance data so that they can compare it to school-wide, district, and state data to ascertain student performance and guide their efforts to provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. Illuminate also allows administrators to assess the effectiveness of curriculum and support intervention programs.

Some of the ongoing state and local assessments used at Aptitud to modify instruction and improve student achievement are the following:

- CAASPP California Assessment of Student Performance and Progress, CAST: The California Science Test
- Kindergarten - 5th Grade - Benchmark Level Screener Assessments
- Benchmark Unit Assessments
- Envision Unit Assessments
- English Language Proficiency Assessment for California (ELPAC)
- i-Ready for ELA and Math (2019-2020)/ FastBridge (2020-2021)
- Study Sync ELA and College Preparatory Math (CPM) for 6th, 7th, and 8th Grade

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Aptitud Community Academy at Goss meet the requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Aptitud teachers are credentialed in the content areas in which they teach. All Aptitud students are taught by credentialed teachers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- Staff development is provided in the use of standards-aligned materials and research-based practices.
- Eight Aptitud teachers have been taught in Guided Language Acquisition Design, a set of strategies implemented in conjunction with the state adopted social studies and English Language Development programs.

The strategies are designed to build vocabulary and background knowledge for English Learner students.

- Nine Aptitud teachers have participated in the five-day Constructing Meaning training. This is a training aimed at supporting English learners with strategies that will support instruction and faster English language acquisition.
- Occasional teacher-led Thursday afternoon professional development series includes topics such as:

1. Illuminate, Benchmark, Technology integration
2. Explicit Direct Instruction math lessons using whiteboards for guided practice.
3. PBIS
4. The technology component of the science curriculum
5. Cooperative Learning strategies for improving English Language Development
6. Constructing Meaning
7. i-Ready
8. Envision Math
9. Guided Reading

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A peer collaboration model will give teachers a forum to coach one another in best practices and to observe one another in classrooms. The principal and the assistant principal will support teaching staff with professional development opportunities once or twice a month. The administrators visits classrooms and give specific feedback to teachers on techniques and strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Aptitud, all our efforts to improve instruction are dependent on the collaboration of grade-level teams. Teams meet weekly. We also have monthly grade-level meetings during which the Literacy Coach, the Principal or the Assistant Principal facilitates an analysis of current data, a review of the action plan, and the development of a new plan based on the new data. The efficacy of the grade-level teams varies at different grades and conscious efforts are made by the administration and the support staff to improve the collaborative culture at all levels. We believe that our most powerful tool for school improvement is effective collaboration and we are committed to developing a professional learning community that is constantly improving instruction and achieving constantly improved results.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Aptitud Community Academy at Goss has aligned curriculum instruction and materials to content and performance standards through the following practices:

- All textbooks and supplemental materials align with the standards.
- Program evaluations stress student mastery of standards-based content.
- All professional development offerings to staff are closely tied to content standard instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The instructional program at Aptitud adheres closely to the recommended instructional minutes for reading/language arts and mathematics (K-8).

- Kindergarten has a minimum of 90 minutes of English/Language Arts (ELA) and 45 minutes of Math.
- Grades 1-3 have a minimum of 2.5 hours of ELA standards-based instruction plus 75 minutes of Math.
- Grades 4-8 have a minimum of 2 hours of ELA standards-based instruction plus 75 minutes of Math.

Due to school closures these minutes have been adjusted:

Kindergarten has a minimum of 180 minutes, 60 being live

Grades 1-3 have a minimum of 230 minutes, 80 being live

Grades 4-8 have a minimum of 240 minutes, 85 being live

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

At Aptitud intervention takes many forms. In elementary classrooms, teachers implement the workshop model as part of their language arts block. During the workshop time students are pulled in small groups for intervention opportunities according to their needs. Reading Partners supports up to 40 students with 1:1 reading tutoring. Fifty-five to 70 target students in all grades receive intensive one on one tutoring with City Year Corps members during the school day 3-5 days a week. For grades 6-8 all students have access to GradeSlam, which is an online platform students log into for tutoring support. We also have a small group of 10 students working with Tutorworks during afterschool intervention. Tier 2 students are also invited to work with teachers in the spring for teacher ran interventions.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Aptitud Community Academy at Goss has ensured the availability of standards-based instructional materials for all students through the following practices:

- The school provides state-adopted texts or instructional materials in ELA, math, science, and history/social science for every student.
- An effective system replaces worn out or lost materials quickly so that no student or teacher is without necessary materials.
- Teachers regularly examine student work samples at grade level/staff meetings to ensure that students are mastering grade level standards.
- Teacher lesson plans make explicit reference to lesson objectives.
- Teachers post on the board and present to students their lesson objectives on a daily basis.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

• Benchmark Advance Language Arts and Envision Math, are the core curricular materials used at Aptitud K-5 and Study Sync and College Preparatory Math in sixth to eight grade. Every student has access to these curriculums on a daily basis. Teachers have been trained in these programs and receive support from the district in order to implement these programs in a way that best serves the students. Most curricular material that is used at Aptitud is pulled from the same programs. Any supplemental material that is used is carefully chosen to meet state grade-level standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Aptitud Community Academy at Goss provides the following regular program services to enable under-performing students meet standards:

- Staff development is provided in differentiated instructional practices in the areas of ELA and math.
- The administrative team supports classroom teachers in best practices and teaching strategies to meet the needs of under-performing students. Efforts are made to utilize all components of the adopted curriculum.
- The workshop model is used in the elementary classrooms to allow time for teachers to work with small groups of learners on specific areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using tools such as leveling matrixes
- Teachers meet regularly with the principal to discuss the varied needs of students in each class. Strategies are discussed on how to best meet the needs of students with different needs.
- Students in most grades are targeted for participation in before and after school intervention classes taught by classroom teachers. Classes vary in length from 30-60 minutes and target specific areas of weakness for small groups of students.

Evidence-based educational practices to raise student achievement

Start here

Aptitud Community Academy at Goss depends on a variety of research-based educational practices to raise student achievement. Ongoing, structured, grade-level collaboration which focuses on relevant and current data provides the foundation of our ongoing school improvement efforts. Teachers have received many hours of professional development on the most current best-practices in reading instruction through the SB472 institutes. In addition most of the Aptitud staff has received over ten hours on the Explicit Direct Instruction model of objective-based lesson delivery. Teachers have been introduced to a variety of researched strategies for vocabulary development including thirteen of eighteen teachers have attended 30 hours of Guided Language Acquisition Design (GLAD). GLAD and a combination of Lucy Calkins and Step Up to Writing strategies depend on a solid understanding of second language acquisition and explicit instruction models. Teachers have also participated in Constructing Meaning professional development which emphasizes strategies to support English learners focusing on designated and integrated ELD.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Aptitud Community Academy at Goss provides the following family, school, district, and community resources to assist students:

- A Student Study Team (SST) responds to the concerns of classroom teachers and parents as regards to the academic and behavioral needs of students; and develops and monitors action plans to support learning.
- Parent trainings are provided by staff, district, and community organizations to better help parents support their child's academic progress.
- Parents are given parent friendly versions of their children's grade-level content standards expectations each year.
- Teachers provide workshops for parents on building literacy skills at home.
- Teachers meet with parents of students who are at risk of not meeting grade level standards at share strategies for supporting their learning at home.
- Meetings are held for the parents of incoming kindergarten students to inform them of the expectations for kinder students and families at Goss. Families are given materials and taught strategies to support their children.
- Monthly Principal's Coffee gatherings are educational opportunities attended by 20-50 parents. The principal uses these opportunities to teach parents about their rights and responsibilities as public school parents. She discusses grade-level standards, the accountability system and of course, how the parents can be active participants in their children's education.
- A community liaison is available every day to help parents find resources, learn the educational system, and translate with teachers.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Advisory Board, School Site Council, the English Learner Advisory Council, and the leadership team are involved in all major decisions at Aptitud in regards to budgets and programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Aptitud Community Academy at Goss provides the following categorical funded services to enable under-performing students meet standards:

- The after school intervention program provides tutoring, academic support, and enrichment opportunities for students.
- Before/after school intervention classes are offered to at-risk students scoring below proficient levels in ELA.
- Homework Centers focus on the needs of at-risk students.
- Bridge to Kindergarten for incoming kindergarten students that did not attend preschool.
- EPIC is a reading program that is used to motivate students and to promote reading fluency and comprehension for all students.
- Grade Level Collaboration, monthly grade-level meetings allow teachers to be released from classroom duties to analyze teaching and learning in their classrooms and to develop action plans for continuous improvement.
- The Principal, the Assistant Principal and classroom teachers analyze student data to monitor progress of ELs on their annual progress goal (based on length of time in the district's ELD program).
- The Reading Partners tutoring program and the City Year Program provide ongoing intensive tutoring one on one to students.

Fiscal support (EPC)

We received allocations from Title I, Supplemental/Concentration and General Fund.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Principal and the Assistant Principal meet with the School Site Council (SSC), parent groups and the school leadership team to review and update the SPSA report several times a year. Community stakeholders and staff are also sent surveys to increase response and allow for anonymous feedback.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.23%	0.48%	0.49%	1	2	2
African American	0.90%	1.2%	1.47%	4	5	6
Asian	7.00%	6.24%	6.37%	31	26	26
Filipino	2.03%	2.64%	3.43%	9	11	14
Hispanic/Latino	88.04%	87.29%	86.03%	390	364	351
Pacific Islander	0.68%	0.96%	1.23%	3	4	5
White	0.90%	0.96%	0.98%	4	4	4
Multiple/No Response	%	%	0%			0
			Total Enrollment	443	417	408

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	50	54	54
Grade 1	51	42	47
Grade 2	54	45	45
Grade3	58	55	42
Grade 4	55	54	50
Grade 5	48	51	48
Grade 6	50	39	45
Grade 7	42	41	35
Grade 8	35	36	42
Total Enrollment	443	417	408

Conclusions based on this data:

1. Enrollment has dropped in 1st, 3rd, 4th, 5th and 7th grade
2. Enrollment has increased in 6th and 8th grade.
3. Enrollment is steady in Kinder and 2nd

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	245	215	199	55.3%	51.6%	48.8%
Fluent English Proficient (FEP)	128	118	126	28.9%	28.3%	30.9%
Reclassified Fluent English Proficient (RFEP)	54	32	38	19.3%	13.1%	17.7%

Conclusions based on this data:

1. The number of English Language Learners has decreased.
2. Over the past 3 years our Fluent English Proficient population has increased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	55	55	55	55	55	55	55	55	100	100	100
Grade 4	55	56	53	54	55	53	54	55	53	98.2	98.2	100
Grade 5	59	49	51	59	49	50	59	49	50	100	100	98
Grade 6	46	49	42	46	48	41	46	48	41	100	98	97.6
Grade 7	36	42	43	36	42	41	35	42	41	100	100	95.3
Grade 8	39	35	35	39	35	34	39	35	34	100	100	97.1
All Grades	290	286	279	289	284	274	288	284	274	99.7	99.3	98.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2349.	2340.	2342.	1.82	1.82	1.82	5.45	14.55	5.45	32.73	16.36	25.45	60.00	67.27	67.27
Grade 4	2408.	2387.	2381.	3.70	3.64	3.77	16.67	14.55	11.32	31.48	21.82	15.09	48.15	60.00	69.81
Grade 5	2399.	2452.	2446.	1.69	6.12	8.00	8.47	18.37	20.00	16.95	34.69	26.00	72.88	40.82	46.00
Grade 6	2497.	2452.	2488.	10.87	2.08	4.88	13.04	20.83	26.83	47.83	25.00	39.02	28.26	52.08	29.27
Grade 7	2505.	2499.	2493.	2.86	4.76	7.32	31.43	16.67	21.95	28.57	40.48	21.95	37.14	38.10	48.78
Grade 8	2550.	2519.	2527.	12.82	2.86	11.76	33.33	25.71	20.59	28.21	42.86	35.29	25.64	28.57	32.35
All Grades	N/A	N/A	N/A	5.21	3.52	5.84	16.32	17.96	16.79	30.56	28.87	26.28	47.92	49.65	51.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.82	9.09	3.64	38.18	30.91	43.64	60.00	60.00	52.73
Grade 4	3.70	1.82	9.43	59.26	45.45	28.30	37.04	52.73	62.26
Grade 5	1.69	4.08	4.00	33.90	61.22	52.00	64.41	34.69	44.00
Grade 6	8.70	4.17	2.44	43.48	37.50	58.54	47.83	58.33	39.02
Grade 7	8.57	9.76	14.63	57.14	41.46	31.71	34.29	48.78	53.66
Grade 8	17.95	11.43	11.76	41.03	37.14	38.24	41.03	51.43	50.00
All Grades	6.25	6.36	7.30	44.79	42.40	41.97	48.96	51.24	50.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.64	0.00	0.00	30.91	27.78	34.55	65.45	72.22	65.45
Grade 4	0.00	3.64	1.89	61.11	40.00	33.96	38.89	56.36	64.15
Grade 5	5.08	6.12	16.00	35.59	65.31	36.00	59.32	28.57	48.00
Grade 6	15.22	6.25	14.63	43.48	37.50	60.98	41.30	56.25	24.39
Grade 7	14.29	14.63	9.76	48.57	48.78	56.10	37.14	36.59	34.15
Grade 8	30.77	5.71	14.71	46.15	65.71	50.00	23.08	28.57	35.29
All Grades	10.07	5.67	8.76	43.75	46.10	43.80	46.18	48.23	47.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.82	1.82	3.64	50.91	50.91	60.00	47.27	47.27	36.36
Grade 4	7.41	3.64	3.77	46.30	61.82	54.72	46.30	34.55	41.51
Grade 5	1.69	2.04	8.00	42.37	59.18	56.00	55.93	38.78	36.00
Grade 6	8.70	6.25	7.32	67.39	58.33	70.73	23.91	35.42	21.95
Grade 7	5.71	0.00	4.88	48.57	56.10	46.34	45.71	43.90	48.78
Grade 8	17.95	2.86	11.76	64.10	60.00	61.76	17.95	37.14	26.47
All Grades	6.60	2.83	6.20	52.43	57.60	58.03	40.97	39.58	35.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.64	7.27	1.82	47.27	38.18	38.18	49.09	54.55	60.00
Grade 4	14.81	7.27	5.66	46.30	50.91	33.96	38.89	41.82	60.38
Grade 5	3.39	18.37	12.00	28.81	40.82	36.00	67.80	40.82	52.00
Grade 6	21.74	8.33	9.76	56.52	50.00	56.10	21.74	41.67	34.15
Grade 7	20.00	9.76	14.63	42.86	56.10	41.46	37.14	34.15	43.90
Grade 8	28.21	8.57	17.65	48.72	62.86	52.94	23.08	28.57	29.41
All Grades	13.89	9.89	9.49	44.44	48.76	41.97	41.67	41.34	48.54

Conclusions based on this data:

1. Grades 5th -8th showed growth in the overall percentage at or above standard
2. Grades 3 and 4 show a decrease in overall achievement from 17-18 to 18-19
3. 6th grade showed a significant decline in percent of students at standards not met

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	55	55	55	55	55	55	55	55	100	100	100
Grade 4	55	56	53	55	55	53	55	55	53	100	98.2	100
Grade 5	59	49	51	59	49	51	59	49	51	100	100	100
Grade 6	46	49	42	46	49	42	46	49	42	100	100	100
Grade 7	36	42	43	36	42	43	36	42	43	100	100	100
Grade 8	39	35	35	39	35	34	39	35	34	100	100	97.1
All Grades	290	286	279	290	285	278	290	285	278	100	99.7	99.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2373.	2364.	2358.	3.64	7.27	1.82	10.91	9.09	7.27	32.73	20.00	27.27	52.73	63.64	63.64
Grade 4	2437.	2412.	2408.	7.27	7.27	13.21	25.45	10.91	5.66	29.09	34.55	26.42	38.18	47.27	54.72
Grade 5	2415.	2462.	2434.	1.69	6.12	3.92	1.69	14.29	17.65	22.03	36.73	17.65	74.58	42.86	60.78
Grade 6	2469.	2428.	2457.	4.35	2.04	4.76	10.87	6.12	7.14	28.26	24.49	33.33	56.52	67.35	54.76
Grade 7	2490.	2497.	2485.	2.78	9.52	6.98	25.00	4.76	23.26	25.00	33.33	16.28	47.22	52.38	53.49
Grade 8	2527.	2504.	2495.	10.26	8.57	8.82	23.08	8.57	5.88	30.77	42.86	29.41	35.90	40.00	55.88
All Grades	N/A	N/A	N/A	4.83	6.67	6.47	15.17	9.12	11.15	27.93	31.23	24.82	52.07	52.98	57.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.27	12.73	1.82	38.18	20.00	30.91	54.55	67.27	67.27
Grade 4	18.18	14.55	15.09	30.91	25.45	16.98	50.91	60.00	67.92
Grade 5	1.69	6.12	7.84	18.64	38.78	27.45	79.66	55.10	64.71
Grade 6	4.35	2.04	7.14	19.57	18.37	23.81	76.09	79.59	69.05
Grade 7	16.67	14.29	13.95	30.56	21.43	27.91	52.78	64.29	58.14
Grade 8	15.38	11.43	8.82	46.15	31.43	20.59	38.46	57.14	70.59
All Grades	10.00	10.18	8.99	30.00	25.61	24.82	60.00	64.21	66.19

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.27	10.91	7.27	40.00	27.27	29.09	52.73	61.82	63.64
Grade 4	9.09	5.45	15.09	50.91	41.82	20.75	40.00	52.73	64.15
Grade 5	1.69	4.08	7.84	23.73	48.98	35.29	74.58	46.94	56.86
Grade 6	13.04	2.04	7.14	26.09	30.61	35.71	60.87	67.35	57.14
Grade 7	11.11	9.52	6.98	30.56	40.48	46.51	58.33	50.00	46.51
Grade 8	17.95	11.43	8.82	43.59	42.86	44.12	38.46	45.71	47.06
All Grades	9.31	7.02	8.99	35.86	38.25	34.17	54.83	54.74	56.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.64	7.27	3.64	49.09	36.36	49.09	47.27	56.36	47.27
Grade 4	12.73	10.91	15.09	40.00	41.82	30.19	47.27	47.27	54.72
Grade 5	1.69	6.12	7.84	35.59	42.86	37.25	62.71	51.02	54.90
Grade 6	8.70	2.04	4.76	36.96	34.69	42.86	54.35	63.27	52.38
Grade 7	8.33	7.14	11.63	52.78	61.90	46.51	38.89	30.95	41.86
Grade 8	17.95	14.29	8.82	48.72	42.86	44.12	33.33	42.86	47.06
All Grades	8.28	7.72	8.63	43.10	42.81	41.37	48.62	49.47	50.00

Conclusions based on this data:

1. 7th grade cohort showed significant growth from 17-18 to 18-19
2. Students did better in communicating reasoning than in concepts and procedures.
3. Students struggled in the area of Applying mathematical concepts and procedures more than in any other area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1425.8	1436.8	1430.6	1448.4	1414.4	1409.3	50	46
Grade 1	1452.4	1434.6	1459.7	1443.9	1444.5	1424.8	27	28
Grade 2	1476.7	1452.1	1476.7	1473.2	1476.0	1430.6	27	16
Grade 3	1451.3	1454.6	1447.9	1461.8	1454.1	1447.1	28	17
Grade 4	1490.8	1490.2	1483.6	1501.6	1497.5	1478.3	24	26
Grade 5	1501.7	1503.4	1490.4	1504.3	1512.6	1501.9	15	21
Grade 6	1500.0	*	1492.4	*	1507.1	*	24	10
Grade 7	1544.7	1519.2	1544.3	1519.9	1544.6	1518.0	21	23
Grade 8	1530.4	1554.1	1518.7	1563.6	1542.1	1544.1	15	14
All Grades							231	201

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.00	17.39	28.00	36.96	34.00	39.13	*	6.52	50	46
1	*	0.00	*	14.29	*	75.00	*	10.71	27	28
2	40.74	0.00	*	12.50	*	87.50	*	0.00	27	16
3	0	0.00	*	11.76	*	41.18	57.14	47.06	28	17
4	*	7.69	50.00	23.08	*	61.54	*	7.69	24	26
5	*	19.05	*	23.81	*	38.10	*	19.05	15	21
6	*	*	*	*	*	*	*	*	24	*
7	*	8.70	57.14	43.48	*	26.09	7%	21.74	21	23
8	*	21.43	*	42.86	*	21.43	*	14.29	15	14
All Grades	21.21	9.45	32.90	27.36	28.57	49.25	17.32	13.93	231	201

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.00	19.57	40.00	41.30	22.00	32.61	*	6.52	50	46
1	48.15	7.14	40.74	39.29	*	42.86	*	10.71	27	28
2	62.96	6.25	*	62.50	*	31.25	*	0.00	27	16
3	*	17.65	39.29	17.65	*	47.06	*	17.65	28	17
4	*	30.77	54.17	46.15	*	23.08	*	0.00	24	26
5	*	28.57	*	42.86	*	9.52	0	19.05	15	21
6	*	*	45.83	*	*	*	*	*	24	*
7	66.67	30.43	*	30.43	*	21.74	7%	17.39	21	23
8	*	50.00	*	14.29	*	14.29	*	21.43	15	14
All Grades	34.63	22.39	38.96	38.31	16.02	28.86	10.39	10.45	231	201

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.00	10.87	*	30.43	48.00	47.83	*	10.87	50	46
1	*	0.00	*	7.14	*	64.29	44.44	28.57	27	28
2	*	0.00	*	0.00	*	43.75	*	56.25	27	16
3		0.00	*	5.88	*	23.53	82.14	70.59	28	17
4	*	0.00	*	11.54	*	46.15	*	42.31	24	26
5	*	0.00	*	9.52	*	61.90	*	28.57	15	21
6		*	*	*	*	*	*	*	24	*
7	*	0.00	*	13.04	57.14	47.83	*	39.13	21	23
8	*	7.14	*	14.29	*	64.29	*	14.29	15	14
All Grades	19.05	2.99	15.15	13.93	35.06	50.25	30.74	32.84	231	201

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.00	19.57	36.00	73.91	*	6.52	50	46
1	55.56	25.00	*	71.43	*	3.57	27	28
2	74.07	6.25	*	81.25	*	12.50	27	16
3	*	5.88	50.00	47.06	46.43	47.06	28	17
4	*	15.38	75.00	65.38	*	19.23	24	26
5	*	4.76	73.33	71.43		23.81	15	21
6	*	*	75.00	*	*	*	24	*
7	*	13.04	52.38	52.17	*	34.78	21	23
8	*	14.29	*	71.43	*	14.29	15	14
All Grades	35.93	13.93	48.92	67.16	15.15	18.41	231	200

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.00	21.74	66.00	67.39	*	10.87	50	46
1	48.15	0.00	44.44	82.14	*	17.86	27	28
2	48.15	12.50	44.44	87.50	*	0.00	27	16
3	*	29.41	42.86	52.94	*	17.65	28	17
4	*	46.15	*	50.00	*	3.85	24	26
5	*	76.19	*	14.29		9.52	15	21
6	58.33	*	*	*	*	*	24	*
7	76.19	52.17	*	26.09		21.74	21	23
8	*	64.29	*	14.29	*	14.29	15	13
All Grades	45.89	34.83	43.72	52.24	10.39	12.44	231	200

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.00	4.35	64.00	89.13	*	6.52	50	46
1	*	7.14	*	50.00	40.74	42.86	27	28
2	40.74	0.00	40.74	37.50	*	62.50	27	16
3		0.00	*	17.65	78.57	82.35	28	17
4	*	0.00	45.83	34.62	45.83	65.38	24	26
5	*	0.00	*	57.14	*	38.10	15	20
6	*	*	*	*	66.67	*	24	*
7	*	0.00	*	34.78	*	60.87	21	22
8	*	7.14	*	57.14	*	35.71	15	14
All Grades	19.05	2.49	41.13	52.24	39.83	44.28	231	199

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.00	41.30	38.00	39.13	*	19.57	50	46
1	*	0.00	44.44	71.43	*	28.57	27	28
2	*	0.00	55.56	43.75	*	56.25	27	16
3		0.00	39.29	58.82	60.71	41.18	28	17
4	*	0.00	66.67	69.23	*	26.92	24	25
5	*	4.76	*	61.90	*	9.52	15	16
6		*	87.50	*	*	*	24	*
7	*	0.00	76.19	78.26		21.74	21	23
8	*	7.14	73.33	92.86	*	0.00	15	14
All Grades	24.68	10.95	54.98	60.70	20.35	25.37	231	195

Conclusions based on this data:

1. Cohorts of students show minimal progress in their overall growth from one year to the next
2. Oral Language is an overall strength for our students
3. Reading is an area of opportunity

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
417	94.2	51.6	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	215	51.6
Foster Youth	1	0.2
Homeless	3	0.7
Socioeconomically Disadvantaged	393	94.2
Students with Disabilities	45	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
American Indian	2	0.5
Asian	26	6.2
Filipino	11	2.6
Hispanic	364	87.3
Two or More Races	1	0.2
Pacific Islander	4	1.0
White	4	1.0

Conclusions based on this data:

1. More than half of the students are English Learners.
2. A very high percentage of students are Socioeconomically Disadvantaged
3. 10% of students have a disability

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. Chronic Absenteeism is a problem at Aptitud.
2. Academic Performance in both Language Arts and Mathematics is low.
3. Suspension Rate has shown improvement

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
64 points below standard	74.8 points below standard	0 Students
Increased ++3.1 points	Maintained -2.1 points	
267	202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	67.2 points below standard	124.8 points below standard
	Maintained ++2.7 points	Maintained ++0.3 points
3	254	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 0 Students	No Performance Color 51.7 points above standard Increased Significantly ++41.7 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 72.4 points below standard Maintained ++1.5 points 234	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.2 points below standard Maintained ++0.2 points 102	23.5 points below standard Declined -4.4 points 100	60.9 points below standard Increased Significantly ++21.4 points 49

Conclusions based on this data:

1. Our disaggregated data shows that students with unique needs are underperforming
2. English Learners and Students with disabilities show the greatest opportunity for growth

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
81.9 points below standard	89.6 points below standard	
Declined -5.1 points	Declined -7.4 points	
268	202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	87 points below standard	177.3 points below standard
3	Declined -5.3 points	Declined Significantly -28.6 points
	255	39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color 40.2 points above standard Increased Significantly ++25 points 15	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 93.2 points below standard Declined -7.3 points 234		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
136.1 points below standard Declined -3.9 points 102	42.3 points below standard Declined -11 points 100	86.2 points below standard Declined -3.3 points 49

Conclusions based on this data:

1. Performance by all students in Mathematics declined across all subgroups

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
39.2 making progress towards English language proficiency
Number of EL Students: 143
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.7	30.0		39.1

Conclusions based on this data:

1. A majority of our students are not making progress towards language proficiency

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
11.3	10.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.4	Increased +1.9	2
450	241	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.6	13.8
4	Increased +2.3	Maintained +0.1
	424	58

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
5	2	Maintained 0	11
		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.2	0	4	5
396			

Conclusions based on this data:

1. All subgroups saw an increase in chronic absenteeism

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.5	2.4	Less than 11 Students - Data Not
Declined Significantly -4	Declined Significantly -4.2	2
460	246	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not	1.6	1.7
4	Declined Significantly -4.2	Declined -9.4
	433	59

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 5	No Performance Color Less than 11 Students - Data 2	No Performance Color 0 Maintained 0 27	No Performance Color 0 12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1.7 Declined Significantly -4.3 404	No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 4	No Performance Color Less than 11 Students - Data 5

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.5	1.5

Conclusions based on this data:

1. The number of suspensions is declining across all subgroups

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century.

Goal 1

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century.

Identified Need

Student data collected will include but is not limited to CAASPP scores, iReady/FastBridge scores, Benchmark Advance assessments, envision math assessments, English Language Assessment for California (ELPAC), writing samples and teacher created assessment.

Significant subgroups continue to under perform. There is a need for more PD around best practices and data analysis that focuses on key subgroups. There is a need for small group reading instruction to ensure that our students are able to read at grade level. There is need for PD on how to support English learners during math instruction. There is also a need for ongoing data analysis and grade level collaboration around re-teaching key standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Professional Development records/survey evaluations • District Benchmark Scores • SBAC results - English Language Arts and Mathematics • Independent Reading Levels (Leveled Screener/BookNook) • . Classroom Observations • Inventory of technology devices	• 30% of Middle School Teachers participate in additional professional development regularly. Approximately 42% of our elementary teachers participate in professional development regularly • i-Ready Reading diagnostic scores K-5: 10% at level 39% approaching 52% at risk	• To increase overall participation in additional professional development to support initiatives and the delivery of rigorous instruction • All students will show some growth from Fall to Spring as measured by the FastBridge District Benchmark with the target of being at grade level • Increase performance on state indicator in English Language Arts and Math for all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	i-Ready Reading diagnostic scores 6-8: 10% at level 15% approaching 75% at risk i-Ready Math diagnostic scores K-5: 5% at level 39% approaching 55 % at risk i-Ready Math diagnostic scores 6-8: 13% at level 27 % approaching 60 % at risk • SBAC results 2018 - 2019 - English Language Arts: 22.63 Met/exceeded 26.28 nearly met 51.09 not met Math 17.62 Met/exceeded 24.82 nearly met 57.55 not met • Independent Reading Level K-5 31.42% Challenge/Benchmark	student group by +10 points or more as noted on the California Dashboard • All students will show 1 years growth in their independent reading level as measured by Book Nook/ Leveled Screener • 100% of students have one-to-one functional devices and 100% of classrooms have functional presentation technology for delivery of instruction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	18.58% Strategic 50% Intensive • Our current count of student devices is 1:1 with a certain number needed repair or updates. Every classroom has presentation technology, with a small number needed replacement or repair	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Aptitud

Strategy/Activity

Professional Learning:
1. Professional development is offered in core curriculums and ed tech platforms
2. Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices
3. Staff receives professional learning in the analysis of assessment data and the data management systems.
4. Teachers are given release time to analyze data and collaborate with grade-level teams, view model lessons, and visit other classrooms.
5. Teachers, administrators and support staff are given opportunities to attend relevant professional development workshops and conferences.
6. Team comes together to analyze student learning and consider new strategies and best practices.
7. Teacher collaboration meetings give teachers opportunities to monitor student progress towards standards.
8. Analyze the results of ELPAC, FastBridge, ESGI, Reading Screener and other local assessments to identify areas for greater focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries substitutes
2700	Title I 1000-1999: Certificated Personnel Salaries Tech Thursday Professional Developments
4500	Title I 4000-4999: Books And Supplies classroom libraries
4,500	Title I 5000-5999: Services And Other Operating Expenditures Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Aptitud

Strategy/Activity

Students will have access to high quality interventions and additional supports to engage in the instructional program

1. At-risk students are targeted for extended learning time in teacher-led intervention programs before or after-school.
2. City Year corp members work in the regular classroom providing additional support to the academic program during class time
3. City Year, Little Heroes and YMCA provide extended day homework support and enrichment activities to target at-risk students
4. Reading Partners will provide one on one tutoring to students that are up to 2 years below grade level in reading
5. Students in grades 6th through 8th have access to Paper, an online tutoring program that is available to them 24/7.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3950	Title I 1000-1999: Certificated Personnel Salaries Intervention teacher led

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Aptitud

Strategy/Activity

Provide Supplemental Materials that are conducive to a productive learning environment:
1. Teachers and students will have access to online platforms to supplement core curriculums (ie RAZ kids, HeadSprout, Starfall, Spelling City,Happy Numbers etc)
2. Teachers and students will have access to supplemental materials to support both distance learning and in class instruction for Math, ELA, Science, PE and Music
3. Teachers have access to LCD projectors and technology that supports full engagement of students (Promethean Boards, remote responders, reader pens, etc.)
4. All classrooms are equipped with necessary items to fully and effectively implement curriculum such as area rugs, whiteboard easels, chart paper, overhead timers, globe, etc.
5. Classroom libraries are home to a wealth of literature and reference resources for students to use at school and to check out for home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5680	Title I 5800: Professional/Consulting Services And Operating Expenditures Licenses for programs
9000	Title I 4000-4999: Books And Supplies distance learning supplemental materials
12000	Title I 4000-4999: Books And Supplies classroom technology
5000	Title I 4000-4999: Books And Supplies Classroom libraries
7640	Title I 5000-5999: Services And Other Operating Expenditures Teacher copier and maintenance
2500	Title I 4000-4999: Books And Supplies Classroom equipment
4000	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Teacher classroom materials ans supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Aptitud

Strategy/Activity

Family Involvement:
1. Informational meetings to educate parents about the Common Core State Standards and how they can participate in moving their children towards mastery.
2. Newsletters and other informational documents sent to all students' homes with important information about the academic programs.
3. The SST process includes parents in addressing the particular needs of referred under-performing students.
4. Increase parents' knowledge and involvement in student academic progress in ELA through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, ELAC, PTA, Principal's Coffees, etc.)
5. Host parenting, technology, and/or ESL classes for parents and community members.
6. Host parent meetings for at-risk students to help them learn how best to help their children with academic tasks.
7. Host literacy nights, Read Across Aptitud Days, Under the Stars" and other events to get parents on campus reading with their children.
8. Kindergarten Orientation meetings in the spring and fall are a forum to inform parents of incoming Kindergarten students of the expectations we have of them and their children. Materials are provided at the meeting that facilitates them working at
home with their children.
9. Host semester academic achievement ceremonies to promote and celebrate student achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Kinder readiness and promotional materials
1000	Title I 4000-4999: Books And Supplies academic achievement certificates and awards

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Aptitud Academy will utilize local assessments provided by the district that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. We will also use state assessments to measure growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year our district benchmark changed from iReady to FastBridge, so our metrics used in our outcomes will be different.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 2

20% of our EL's ELPAC level 3 or higher students will be reclassified by the end of the year
All EL's will grow from one percentile tier to the next as measured by the FastBridge Assessment

Identified Need

Student data collected will include but is not limited to FastBridge scores, English Language Assessment for California (ELPAC), writing samples and teacher created assessments.

Our English Learners, which is a significant subgroup, continues to under perform. There is a need for more PD around best practices and key strategies to meet the needs of English Learners at various levels of proficiency, in all academic subjects.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*Classroom walkthroughs	* 46% teachers use visual and/or oral supports to support ELs	90% of classrooms visited will demonstrate evidence of best practice EL strategies as identified by staff (ie sentence frames, visuals, graphic organizers)
*FastBridge Assessments/ * CAASPP Data * ELPAC data	CAASPP: ELA: In 18-19 1.81% of ELs met or exceeded standard Math: In 18-19 5.46% of ELs met or exceeded standard * In 2019-20 6.4% of Level 3 ELs met Reclassification criteria	* Increase of 10% of ELs score at standard as measured by the FastBridge aReading Assessment and CAASPP data * 20% of Level 3 ELs will meet reclassification criteria

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

Strategy/Activity

Professional Learning
1. Teachers will engage in regular staff meetings to discuss EL supports and strategies appropriate for distance learning and aligned to the 4 domains (reading, writing, speaking and listening).
2. Teachers will engage in grade level collaboration to align strategies per grade level for integrated ELD (ie sentence frames and graphic organizers)
3. Teachers will be offered EL Toolkit training around EL strategies to support rigorous instruction in grades K-8
4. During grade level collaboration teams will analyze data and unpack curricular supports for ELs to target instruction
5.Teachers will collaborate to integrate ELD standards with Core Curriculum
6. Teaches will analyze ELPAC, FastBridge and Local Assessment data to inform instructional decisions
7. EL students will have access to classroom libraries where books are culturally responsive and reflective of the classroom community

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	Title I 5800: Professional/Consulting Services And Operating Expenditures EL Toolkit PD

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

Strategy/Activity

Students will have access to high quality supports to engage in the instructional program:
1. Long Term English Learners in grades 6th-8th will participate in an elective period using English 3D to support them in the improvement of their language acquisition with the goal of being reclassified
2. Grades 3-8 will use Listenwise to support students in building listening skills and oral communication skills
3. Grades K-2 will use BrainPopEL to engage students visually in listening and speaking to a topic
4. Newcomers will be enrolled in Imagine Learning to support basic language development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	books

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

Strategy/Activity

1.Provide Supplemental Materials that are conducive to a productive learning environment (ie graphic organizer mats, vocabulary workbooks, RAZkids ELL pack, etc)
2. EL students will have access to classroom libraries where books are culturally responsive and reflective of the classroom community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies materials and supplies
4500	Title I 4000-4999: Books And Supplies culturally relevant books

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English learners at Aptitud

Strategy/Activity

Family Engagement
1. Admin team will hold monthly ELAC meetings to support families of English Language Learners
2. ELAC meetings will offer academic supports, create feedback space around programing and inform parents of standards, testing requirements and programming
available to ELs
3.Increase parents' knowledge and involvement in student academic progress in ELD

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Aptitud Academy will utilize local assessments provided by the District that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. There will be an emphasis on constructed responses.

In addition we placed some focus on grade level collaboration, to be able to align our small group instruction in order to better differentiation learning for our EL and other students.

Students will be assessed using FastBridge, CAASPP, ELPAC and Benchmark Level Screener.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A big difference was that the allocated funds for grade level collaboration were not used due to the unavailability of subs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will address our grade level collaboration during staff meetings to make sure the planning takes place.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

Goal 3

We will cultivate a positive school culture by encouraging a Growth Mindset and see our students and teachers as agents of change. We will continue to implement SEL practices with a Restorative Justice lens.

Identified Need

We will use eSchoolplus discipline data and results from Panorama surveys to analyze student feelings around school safety and engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
eSchool Discipline Data	241 Incidents logged in 2019-2020	We will see a downward trend of incidents
Attendance Data Student Survey Data	11.4% of students are chronically absent	10% of students are chronically absent
	50% of MS students feel safe 62% of Elementary feel safe	60% of MS students feel safe 72% of Elementary feel safe
PD participation Data	59% of MS students feel a sense of belonging 70% of Elementary students feel a sense of belonging	69% of MS students feel a sense of belonging 80% of Elementary students feel a sense of belonging
	88% of teachers attended extended restorative justice training	100% of teachers will attend extended restorative justice trainings

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Learning:
1. Explore restorative justice practices and practice holding equitable, respectful conversations amongst staff and students
2. Examine school policies that do not embrace restorative practices
3. Partner with SEEDS to explore communication practices and community circles
4. Align PBIS practices with RJ and SEL, implemented during morning meetings.
5. Implement morning meetings as a time of connection and community building
5. Host a staff led Student Engagement Committee to plan and implement student of the month, honor roll, and monthly student incentive and engagement events aligned to PBIS
6. Engage ASB officers into increasing participation student events and spirit activities to build a sense of belonging
7. Equip teachers with Kimochi tools to deepen communication skills and strategies for elementary classrooms.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title I 5000-5999: Services And Other Operating Expenditures SEEDS Contract
4,050	Title I 1000-1999: Certificated Personnel Salaries Extended Duty SEEDS Training
1350	Title I 1000-1999: Certificated Personnel Salaries Student Engagement Committee Extended Duty
2100	Title I 1000-1999: Certificated Personnel Salaries Kimochi's Training Extended Duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
To build up and engage student culture:
1. Contract with Little Heroes to build sportsmanship from elementary age and provide safe, structured play and healthy living habits
2. Create a sports league to run soccer, basketball and track and field competitions to encourage sportsmanship, teamwork and culture building
3. Use after school support providers to run enrichment clubs based on student interests (ie sports, chess, cooking, art, choir, music, social justice, etc)

4. ASB will plan a total of 3 student activities (virtual or in-person) to create student-lead school community
5. Hold weekly assemblies, "Gator Gatherings" to build community and school spirit
6. Academic study trips and assemblies including Science Camp for 5th grade students to reinforce standards-based concepts, themes from the curriculum, and build necessary background knowledge by giving students a variety of life experiences.
7. Encourage cross grade level relationships through a reading buddy program
8. Counselor will work with families to connect with community resources such as: SLS Community resources, ARCC, NHFY, Sacred Heart financial support, Rock n' Learn at the SJ Public Libraries, Counselor-based outreach etc.?

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12500	Title I 5000-5999: Services And Other Operating Expenditures Little Heroes
12500	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Little Heroes
3500	Title I 5800: Professional/Consulting Services And Operating Expenditures field trip transportations
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Admissions

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Provide supplemental materials that are conducive to increasing engagement:
1. Staff and students will have access to appropriate sports equipment for intramural leagues such as soccer balls, nets, footballs, etc
2. Staff and students will have access to appropriate materials to support student interest clubs (art, book club, board games, cooking, etc
3. Host student of the month ceremonies to celebrate student achievements, with character traits and academic growth

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Sports equipment
1250	Title I 4000-4999: Books And Supplies Materials and Supplies for clubs
1000	Title I 4000-4999: Books And Supplies Materials and supplies for ceremonies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family Involvement:
Work to support all parents in joining and interacting with parent square, trainings for staff and families
Mail out certificates and other notifications of events that are happening at school
Use multiple communication channels (Parent Square, ClassDojo, Parent Link, Google Classroom, District Website) to inform parents on what is going on at the school .

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	no cost

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We will measure our success through student and parents surveys, student attendance, and overall incident reports

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Added Restorative Justice Training with SEEDS to support the development of positive relationships and communication on campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

Goal 4

Engage Stakeholders in a meaningful way that promotes a positive learning and community environment that is geared toward student achievement.

Identified Need

Increase parent engagement, parent participation and volunteer hours by 10%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Sheets from all School Events	40% of parents attended back to school night school events	• Increase parent participation at school events by 10%
Volunteer Hours Given School Wide	70% of Elementary Parents feel a sense of belonging	• Increase the number of volunteer hours accumulated
Parent Surveys	99% of Middle School Parents feel a sense of belonging	• Increase parents sense of belonging at the elementary level
		• Increase participation of parents who take the Panorama Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Engagement Activities:

1. Maintain school's webpage, parent square, monthly calendar of events, bi-weekly newsletter and use parent link to inform parents of school events

2. Schedule informative and enrichment events for parents: Coffees with the principal, Walk-a-thons, English Classes, STAR Night, ELAC, School Site Council, LCAP Meetings, Back-to-School Night, Open House, Math/Literacy Night, tech training
3. Host Parent coffees to inform and involve parents in programming, academic supports and community resources
3.Conduct monthly student of the month recognition assemblies to praise students for their attendance, behavior, and academic performance.
4. Host Staff/Parent Committee to gather interest in parent supports, parent trainings and community building ideas
5. Host monthly Los Dichos Reading where parents introduce students to cross cultural stories and books as well as activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 4000-4999: Books And Supplies Books and Materials for Los Dichos
1350	Title I 1000-1999: Certificated Personnel Salaries Staff committee extended duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Encourage parent volunteer hours with family friendly events:
1. Community Liaison will advertise on all channels (website, parent square, parent link, Class Dojo) make calls and promote events on school marquee
2. Parents will be invited to the planning of key school events and support with messaging out of events amongst parents
3. Create bi-monthly enrichment activities to celebrate school cultures and engage families (such as Pumpkin Contest, Walk-a-thon, End of year Carnival, STAR Night, Reading Nights, Math Nights)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Title I 4000-4999: Books And Supplies

Materials for families activities at parent nights

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Success of these strategies will be measured through parent and student surveys, attendance, sign-in sheets, and parent participating at the different activities and events.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

An effort will be made to maintain the goal unchanged since it was more successful as in previous years.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$123,370.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$105,270.00

Subtotal of additional federal funds included for this school: $105,270.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration	$18,100.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $18,100.00

Total of federal, state, and/or local funds for this school: $123,370.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	109934	4,664.00
LCFF Supplemental/Concentration	19600	1,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Rebecca Jensen	Principal
Rebecca Berry	Classroom Teacher
Lonny Lovins	Classroom Teacher
Andrea Gauntt	Other School Staff
Brenda Andrade	Parent or Community Member
Alejandra Mora	Parent or Community Member
Juanita Ramos	Parent or Community Member
Arturo Cervantes	Parent or Community Member
Sandra Lopez	Parent or Community Member
Tam Le	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 2, 2020.

Attested:

Principal, Rebecca Jensen on 11/2/2020

SSC Chairperson, Brenda Andrade on 11/2/2020