School Year: **2021-22**

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
Albany Middle School	01-61127-6090161		

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)

X 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.

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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

Our School Site Council meets six times throughout the school year and provides input into the SPSA. Additionally, our teacher leadership team as well as our full staff provides key input. Finally, other staff members and students are consulted about key items.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.12%			1
African American	2.39%	3.02%	3.18%	21	26	27
Asian	25.11%	26.8%	30.27%	221	231	257
Filipino	0.57%	0.93%	1.18%	5	8	10
Hispanic/Latino	19.09%	17.63%	15.78%	168	152	134
Pacific Islander	0.34%	0.23%	0.12%	3	2	1
White	36.02%	32.95%	33.45%	317	284	284
Two or More Responses	%	%	2.47%			114
Not Reported	3.07%	3.48%	13.43%	27	30	21
			Total Enrollment	880	862	849

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	260	290	291
Grade 7	292	271	289
Grade 8	328	301	269
Total Enrollment	880	862	849

Conclusions based on this data:

1.

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	86	95	91	9.8%	11.0%	10.7%
Fluent English Proficient (FEP)	245	232	214	27.8%	26.9%	25.2%
Reclassified Fluent English Proficient (RFEP)	25	18	23	15.2%	20.9%	24.2%

Conclusions based on this data:

1.

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 6	296	264	287	284	257	271	284	257	270	95.9	97.3	96.4
Grade 7	321	295	271	312	287	256	312	285	256	97.2	97.3	94.5
Grade 8	297	330	297	282	315	276	282	315	276	94.9	95.5	92.9
All Grades	914	889	855	878	859	803	878	857	802	96.1	96.6	93.9

* 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 6	2584.	2564.	2598.	38.03	32.30	44.44	35.21	34.24	38.15	17.61	21.01	11.48	9.15	12.45	5.93
Grade 7	2627.	2606.	2607.	40.06	37.54	34.77	46.47	36.84	42.97	11.22	15.79	13.28	2.24	9.82	8.98
Grade 8	2628.	2630.	2626.	34.40	31.75	35.14	43.62	51.43	40.94	13.83	12.38	13.77	8.16	4.44	10.14
All Grades	N/A	N/A	N/A	37.59	33.84	38.15	41.91	41.42	40.65	14.12	16.10	12.84	6.38	8.63	8.35

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 6	46.48	39.84	46.30	40.85	44.14	43.33	12.68	16.02	10.37
Grade 7	55.13	49.12	44.53	39.10	38.95	42.97	5.77	11.93	12.50
Grade 8	45.04	48.57	47.46	43.62	42.22	42.39	11.35	9.21	10.14
All Grades	49.09	46.14	46.13	41.12	41.71	42.89	9.79	12.15	10.97

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 6	44.17	41.02	50.37	42.05	41.80	41.85	13.78	17.19	7.78
Grade 7	58.33	50.53	46.09	38.46	38.25	43.75	3.21	11.23	10.16
Grade 8	49.65	49.84	42.91	40.07	44.76	45.82	10.28	5.40	11.27
All Grades	50.97	47.43	46.44	40.14	41.71	43.82	8.89	10.86	9.74

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 6	32.04	25.00	34.07	62.68	64.45	60.37	5.28	10.55	5.56
Grade 7	29.81	23.86	23.05	65.71	67.72	67.58	4.49	8.42	9.38
Grade 8	31.91	35.87	32.61	63.83	59.37	61.59	4.26	4.76	5.80
All Grades	31.21	28.62	30.05	64.12	63.67	63.09	4.67	7.71	6.86

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 6	47.18	37.89	56.67	46.48	53.13	37.78	6.34	8.98	5.56
Grade 7	53.53	47.02	44.92	43.91	44.56	47.27	2.56	8.42	7.81
Grade 8	50.71	47.94	44.20	41.84	45.40	45.65	7.45	6.67	10.14
All Grades	50.57	44.63	48.63	44.08	47.43	43.52	5.35	7.94	7.86

Conclusions based on this data:

1. See additional data slides for analysis.

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 6	296	264	287	289	260	279	289	260	279	97.6	98.5	97.2
Grade 7	321	295	271	314	284	260	314	284	260	97.8	96.3	95.9
Grade 8	297	330	297	284	315	273	284	315	273	95.6	95.5	91.9
All Grades	914	889	855	887	859	812	887	859	812	97	96.6	95

* 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 6	2582.	2569.	2594.	40.48	35.77	47.67	28.03	25.77	26.16	20.42	24.62	16.85	11.07	13.85	9.32
Grade 7	2626.	2604.	2605.	46.18	44.72	43.85	35.03	22.18	23.08	13.69	18.66	21.54	5.10	14.44	11.54
Grade 8	2642.	2636.	2630.	54.58	48.25	47.62	17.61	25.40	24.18	14.08	14.60	13.92	13.73	11.75	14.29
All Grades	N/A	N/A	N/A	47.01	43.31	46.43	27.17	24.45	24.51	16.01	18.98	17.36	9.81	13.27	11.70

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 6	52.43	41.92	53.41	30.90	36.15	31.54	16.67	21.92	15.05
Grade 7	61.15	54.93	53.49	30.89	24.30	29.07	7.96	20.77	17.44
Grade 8	56.69	51.91	50.55	27.11	30.25	31.50	16.20	17.83	17.95
All Grades	56.88	49.88	52.47	29.68	30.07	30.74	13.43	20.05	16.79

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 6	39.79	33.46	43.73	44.29	48.08	45.88	15.92	18.46	10.39
Grade 7	50.64	42.96	46.54	42.68	40.14	39.62	6.69	16.90	13.85
Grade 8	56.34	54.29	48.72	28.52	37.78	36.26	15.14	7.94	15.02
All Grades	48.93	44.24	46.31	38.67	41.68	40.64	12.40	14.09	13.05

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 6	41.87	36.54	43.73	45.33	46.92	43.73	12.80	16.54	12.54
Grade 7	47.77	43.66	45.95	45.54	45.42	44.40	6.69	10.92	9.65
Grade 8	54.23	52.55	49.08	34.15	35.67	38.83	11.62	11.78	12.09
All Grades	47.91	44.76	46.24	41.83	42.31	42.29	10.26	12.94	11.47

Conclusions based on this data:

1. See additional data slides for analysis.

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 6	1546.0	1562.5	1519.7	1553.1	1571.7	1571.3	22	23
Grade 7	1579.3	1588.2	1557.4	1578.6	1600.7	1597.2	26	25
Grade 8	1596.1	1596.3	1553.1	1571.6	1638.7	1620.2	13	26
All Grades							61	74

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
6	54.55	34.78	*	39.13	*	17.39	*	8.70	22	23
7	50.00	56.00	46.15	20.00	*	12.00		12.00	26	25
8	*	42.31	*	42.31	*	11.54	*	3.85	13	26
All Grades	55.74	44.59	29.51	33.78	*	13.51	*	8.11	61	74

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
6	*	60.87	*	26.09	*	4.35	*	8.70	22	23
7	53.85	60.00	*	20.00	*	8.00		12.00	26	25
8	*	46.15	*	30.77	*	19.23	*	3.85	13	26
All Grades	52.46	55.41	34.43	25.68	*	10.81	*	8.11	61	74

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
6	54.55	30.43	*	30.43	*	26.09	*	13.04	22	23
7	57.69	52.00	*	16.00	*	20.00		12.00	26	25
8	84.62	50.00		30.77	*	15.38	*	3.85	13	26
All Grades	62.30	44.59	19.67	25.68	*	20.27	*	9.46	61	74

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
6	54.55	39.13	*	47.83	*	13.04	22	23
7	69.23	36.00	*	52.00	*	12.00	26	25
8	*	50.00	*	38.46		11.54	13	26
All Grades	63.93	41.89	31.15	45.95	*	12.16	61	74

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
6	*	65.22	50.00	26.09	*	8.70	22	23
7	69.23	64.00	*	24.00		12.00	26	25
8	*	65.38	*	30.77	*	3.85	13	26
All Grades	59.02	64.86	37.70	27.03	*	8.11	61	74

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
6	*	34.78	*	43.48	*	21.74	22	23
7	61.54	48.00	*	36.00	*	16.00	26	25
8	84.62	46.15		46.15	*	7.69	13	26
All Grades	60.66	43.24	24.59	41.89	*	14.86	61	74

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
6	*	56.52	50.00	39.13	*	4.35	22	23
7	46.15	28.00	53.85	68.00		4.00	26	25
8	*	38.46	*	57.69		3.85	13	26
All Grades	49.18	40.54	49.18	55.41	*	4.05	61	74

Conclusions based on this data:

1.

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**
862	**22.5**	**11.0**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	95	11.0
Homeless	2	0.2
Socioeconomically Disadvantaged	194	22.5
Students with Disabilities	85	9.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	3.0
Asian	231	26.8
Filipino	8	0.9
Hispanic	152	17.6
Two or More Races	129	15.0
Pacific Islander	2	0.2
White	284	32.9

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

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
0	0	1	3	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 Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
60 points above standard	22.2 points above standard	0 Students
Increased ++7.1 points	Increased ++4.1 points	
806	175	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	16.1 points above standard	43.9 points below standard
2	Maintained ++2.7 points	Increased ++6.4 points
	177	90

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
2.7 points below standard	0 Students	72.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.3 points		Maintained ++1.8 points	8
24		221	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
31 points above standard	49.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	75.8 points above standard
Increased ++12.9 points	Increased ++6.6 points	2	Increased ++10.2 points
140	125		272

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**
47.1 points below standard	57.4 points above standard	63.9 points above standard
Declined -9.9 points	Increased Significantly ++16.9 points	Increased ++7.9 points
59	116	504

Conclusions based on this data:

1. There were declines across the board during the 2018-2019 year and no statewide summative assessment information is available for 2019-2020 due to the COVID-19 global pandemic.

2. The three groups that declined enough to move into a different performance level are Asian, Two or More Races, and White. We will need to carefully monitor this to see if it is a trend.

3. We rate significantly above the standards for all subgroups except African American which is slightly below, and English Learners, which is logical on an English test.
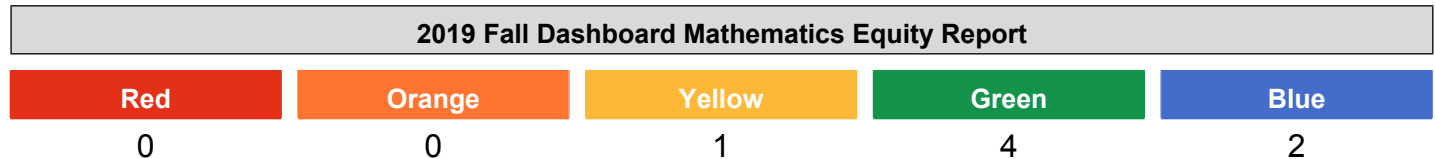
School and Student Performance Data

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
0	0	1	4	2

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
Blue	Green	
41.1 points above standard	12.7 points above standard	
Increased ++5.1 points	Maintained -1 points	
802	173	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	4.2 points above standard	76.2 points below standard
1	Increased ++6.6 points	Increased ++14.9 points
	175	88

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	No Performance Color
20.3 points below standard		72.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13.7 points		Maintained -1.8 points	
23		221	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Blue
1.6 points below standard	24.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	52.1 points above standard
Increased ++6.7 points	Increased ++6.6 points		Increased ++9.4 points
139	122	2	273

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**
55.7 points below standard	47.1 points above standard	38.6 points above standard
Declined Significantly -18.9 points	Increased ++12.7 points	Increased ++5.8 points
58	115	502

Conclusions based on this data:

1. There were declines across the board during the 2018-2019 year and no statewide summative assessment information is available for 2019-2020 due to the COVID-19 global pandemic.

2. The two groups that declined enough to move into a different performance level are Asian and White. We will need to carefully monitor this to see if it is a trend.

3. We rate significantly above the standard for all subgroups except socioeconomically disadvantaged, African American, and students with disabilities.

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
77.6 making progress towards English language proficiency
Number of EL Students: 49
Performance Level: Low
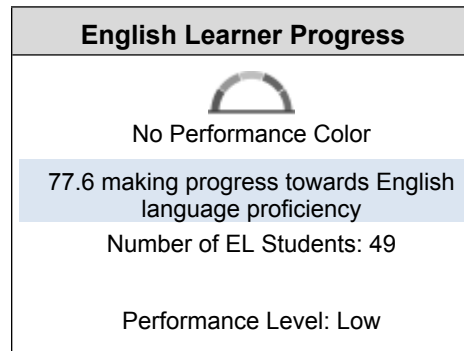
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
12.2	10.2	18.3	59.1

Conclusions based on this data:

1. Due to the fact that the English Learner Proficiency Assessments for California (ELPAC) was administered for the first time in Spring, 2018, we cannot comment on improvements or declines; however over 50% of all students tested scored at the highest performance level possible (well-developed) on the initial administration of the test.

2. When comparing our initial scores with statewide performance, 30.6% of all students statewide scored at the highest performance level possible (well-developed) compared with 55.7% of AUSD students.

3. The District continues to implement a robust TK-12 ELD program.

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	2	0	4	1

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**
Green	Green	No Performance Color
4.8	2.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Declined -3.5	0
875	104	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
Less than 11 Students - Data Not Displayed for Privacy	8.2	9.3
4	Increased +1	Declined -5
	207	97

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
11.1	Less than 11 Students - Data Not Displayed for Privacy	2.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +6.8	0	Maintained 0	8
27		243	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Orange
5.8	3.3	Less than 11 Students - Data Not Displayed for Privacy	6.9
Declined Significantly -3.7	Declined -2.5	2	Increased +2.3
154	151		290

Conclusions based on this data:

1. During the 2018-2019 school year, rates of chronic absenteeism increased for all student groups; however, African American and Asian students experienced less than one percent increase in chronic absenteeism from the prior reporting period.

2. Students with disabilities experienced the greatest increases in chronic absenteeism rates from the prior reporting period.

3. Student Services continues to support the implementation of districtwide truancy processes and procedures. Improving attendance rates will continue to be an area of focus.

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**
1	2	2	2	0
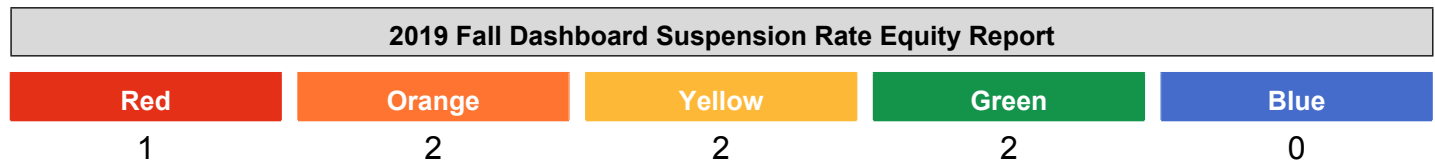
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	
5.2	4.6	
Declined -0.6	Declined -1.8	
889	109	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	10	17.5
4	Maintained +0.2	Increased +2.1
	210	97
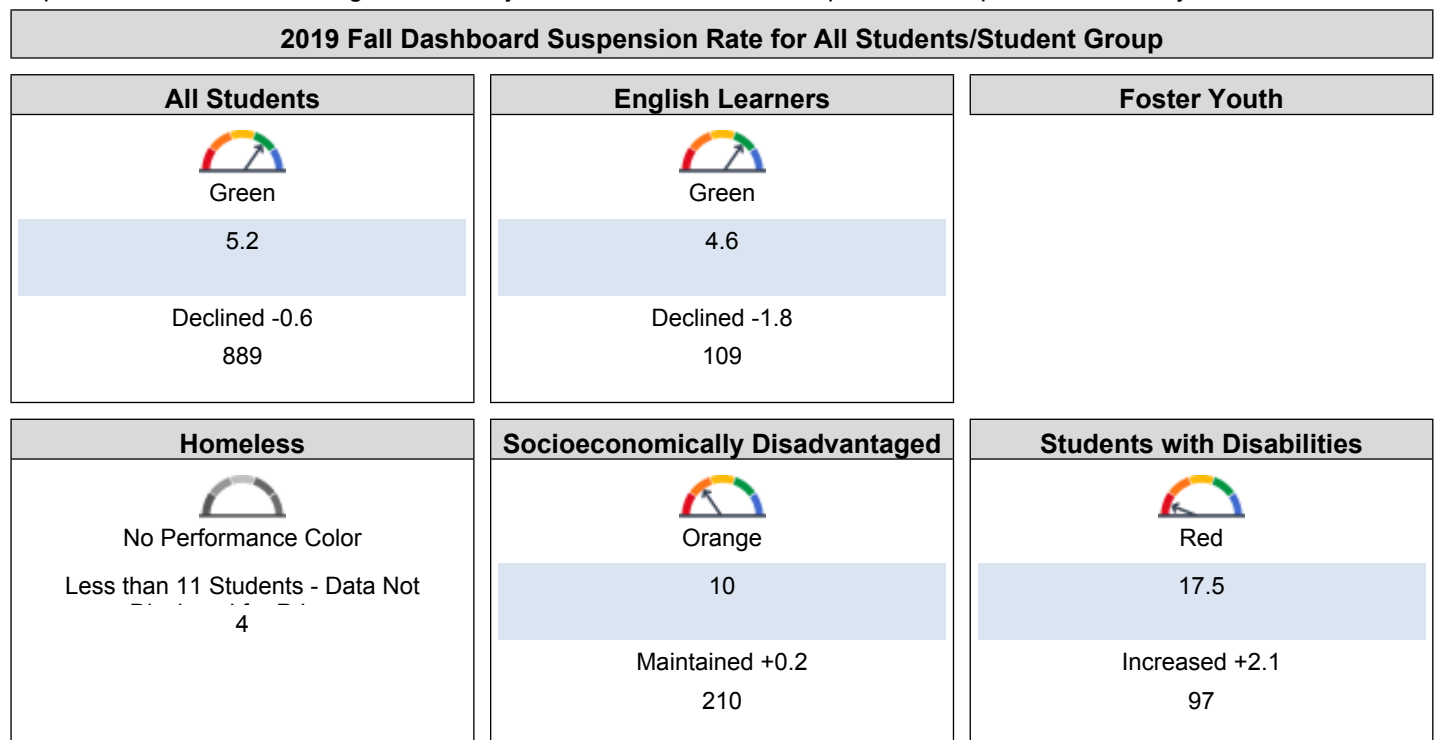
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Yellow	No Performance Color
11.1		2.4	Less than 11 Students - Data 8
Declined -1.9		Maintained -0.1	
27		251	

Hispanic	Two or More Races	Pacific Islander	White
Green	Orange	No Performance Color	Yellow
7.7	7.2	Less than 11 Students - Data 2	4.4
Declined Significantly -3.4	Increased +0.7		Maintained -0.2
155	152		294

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.7	5.2

Conclusions based on this data:

1. During the 2018-2019 school year, there was an overall decline in our suspension rates, including a 7% decrease in suspensions with students with disabilities.

2. The changes broken down by race and ethnicity are small changes.

3. There are higher rates of suspension for students with disabilities, socioeconomically disadvantaged, Hispanic, and African American students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Academic Outcomes

LEA/LCAP Goal

Assessing and Increasing Student Success.

Goal 1

Improve student achievement for all students, with a special focus on those students in the achievement gap (African American, Latinx, Multi-Racial, Low socioeconomic, ELD, and special education students).

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge- T1 Results Math	91%- grade 6, 91%- grade 7, 88%- grade 8 of our students are Very Advanced or Low Risk	We would like to see these percentages increase by 5% within each cohort.
Fastbridge- T1 Results Reading	90%- grade 6, 90%- grade 7, 82%- grade 8 of our students are Very Advanced or Low Risk	We would like to see these percentages increase by 5% within each cohort.
Fastbridge- T1 Results Math by Ethnicity	92% Two or more Race, 82% Hispanic/Latinx, 56% Black/African American students are Very Advanced or Low Risk	We would like to see our Hispanic/Latinx increase by 10% and African American percentage increase by 20%.
Fastbridge- T1 Results Reading by Ethnicity	78% Two or more Race, 76% Hispanic/Latinx, 56% Black/African American students are Very Advanced or Low Risk	We would like to see our Two or More Race, Hispanic/Latinx percentages increase by 10% each and African American percentage increase by 20% each.

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)

Strategy/Activity

We will review the data of all students who are not meeting standards on local assessments and on the SBAC. We will identify those who need additional support and identify what support they are already receiving at AMS.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will analyze our local and SBAC assessment data broken down by our achievement gap populations and take action steps to work towards closing the gap.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will provide parent-teacher-counselor conferences for at-risk students to gather information, explore strategies for success, and determine on action steps.

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)
35,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries At-Risk Counselor (.5 FTE)

Strategy/Activity 4

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

Strategy/Activity

We will follow up on the goals developed at these conferences in Strategy/Activity 3 and measure the results.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will utilize agendas for conferences, SSTs, 504s, and IEPs to help them efficiently fulfill their purpose.

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

Amount(s)   Source(s)

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

Strategy/Activity

We will provide a Common Core State Standards-based English Language Arts curriculum at each grade level.

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

Amount(s)   Source(s)

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

Strategy/Activity

We will provide a Common Core State Standards-based Math curriculum at each grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will provide a daily period of English Language Development instruction for students who are identified as 'Intermediate' and 'Advanced' English Language Learners per the ELPAC.

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)
32,000	Title III 1000-1999: Certificated Personnel Salaries 0.4 FTE English Learner Development

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will provide a daily sheltered English, History, Science, and Math-Language Support instructional program for 'Beginning' English Language Learners.

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)
32,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0.4 FTE ELD
16,000	Title III 1000-1999: Certificated Personnel Salaries 0.2 FTE ELD

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will provide a supplemental math intervention class (6th, 7th, and 8th) for students whose skills are significantly below grade level and continually monitor improvement.

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

Amount(s)	Source(s)
17,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0.2 FTE Intervention
25,000	Title I 1000-1999: Certificated Personnel Salaries 0.4 FTE Intervention

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will provide a supplemental ELA intervention class (6th and 7/8th) for students whose reading skills are significantly below grade level and continually monitor improvement..

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

Amount(s)	Source(s)
8,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0.2 FTE Intervention
16,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0.2 FTE Intervention

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will provide Science curriculum aligned with the Next Generation Science Standards integrated model.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

> Departments will administer a minimum of one common formative assessment a minimum of three times per year and discuss the data with the goal of improving teaching and learning.

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

Amount(s)   Source(s)

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

> The Eighth Grade English Department will contract with the Writer Coach Connection program to provide each 8th grade student a coach for their I-Search project.

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

Amount(s)   Source(s)

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

> The teacher librarian and library technician will collaborate with classroom teachers to enhance students' lifelong literacy skills and to teach students critical skills involving responsible research, information literacy, and technology integration. The teacher librarian and library technician will also engage students in lifelong literacy skills, connecting students with good book matches, during lunch and throughout the day.

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

Amount(s)   Source(s)

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will incorporate the instruction of computer skills including online research, word processing, slideshow, Google Suite, and other relevant instructional software.

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

Amount(s)   Source(s)

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will keep Aeries grade and attendance up to date weekly.

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

Amount(s)   Source(s)

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will agree upon and instruct all AMS students on particular Academic Behaviors that we feel are critical to student success.

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

Amount(s)   Source(s)

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

AMS will provide a free tutoring program for students who struggle academically and are unable to access tutoring in other ways.

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

"Supporting the Whole Child"

LEA/LCAP Goal

School Climate, Student Well-Being, and Student Engagement

Goal 2

We will provide a safe and engaging environment, in which each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	69% report high levels of school connectedness.	We would like that percentage to increase by 10%.
California Healthy Kids Survey	65% report feeling safe or very safe at school and 28% report neither feeling safe or unsafe.	We would like that percentage to increase by 10%.

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)

Strategy/Activity

We will continue to implement and refine a series of school-wide lessons and activities related to school-climate, bullying prevention, diversity awareness, anti-racism, and digital citizenship.

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

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

We will provide lessons to 7th graders and schoolwide activities on the risks of cigarette use and vaping as well as a look at strategies of the advertising campaigns by training a group of peer educators (TUPE)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

We will be intentional about supporting students social emotional needs returning from a year of primarily remote learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

We will continue to implement the concepts and strategies outlined in the "Safe School Ambassadors" program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

We will maintain systems of positive recognition including the daily Cobra Caught-Cha Tickets, Cobra of the Month, Positive Postcards, and a variety of individual classroom activities.

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

Amount(s)   Source(s)

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

Strategy/Activity

We will utilize a new behavior matrix that focuses on restorative practices and utilizes suspension primarily for Ed Code mandated suspensions.

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

Amount(s)   Source(s)

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

Strategy/Activity

We will continue to support teachers on implementing restorative practices in the classroom.

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will begin a Peer Restorative Justice program, with training, implementation, and support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will run an affinity group for our African American students, as well as one for our Latinx students.

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

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will continue to provide clubs and activities that increase student engagement and provide opportunities for students to connect with others who share similar interests.

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

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will continue to provide a comprehensive student leadership program (ASB) that includes formal governance structures, regular meetings, and school-wide activities.

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

Amount(s)   Source(s)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will continue to provide a structured noontime activities program open to all students on Mondays, Tuesdays, Thursdays, and Fridays.

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

Amount(s)   Source(s)

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will continue our tradition of having a Unity Week at our school that brings focus to the idea of celebrating differences while being one community that looks out for each other.

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

Amount(s)   Source(s)

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will look at and analyze discipline data, broken down by ethnicity and gender, special education, look at links to schoolwide practices and create action steps to support the students with multiple referrals.

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)
	N/A

Strategy/Activity 15

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

Strategy/Activity

Eighth grade aides will serve as academic mentors to 6th graders in reading and math support classes. The mentors will receive preparatory training and ongoing guidance.

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

Amount(s)   Source(s)

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will continue to provide Comprehensive Sexual Education and Health Education to all 7th graders.

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

Amount(s)   Source(s)

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Approximately 20 students (grade 8) will participate in the AMS Peers Educating Albany's Kids (PEAK) program to deliver school-climate related lessons to sixth grade 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)

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Students will be taught key concepts related to Digital Citizenship, how to use internet and social media safely and respectfully, articulated between grade levels.

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

Amount(s)   Source(s)

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will continue to offer the Student Success Space for students who are in need of attention reset, confidence building, and support goal setting and 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)
	N/A

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

We will continue to offer counseling/mental health support both individually and in groups to support social/emotional learning as well to support mental wellness and address specific mental health needs.

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

"Communicating and Leading Together."

LEA/LCAP Goal

Professional Development, Collaboration, and Communication

Goal 3

Professional development and collaboration time will be structured to support teachers in all areas that support our student outcomes. There will be clear communication throughout the levels of our school to work towards meeting our goals.

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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)

Strategy/Activity

A professional development survey will be put out to teachers in the spring of the 2020-21 school year and used to guide planning for the 2021-22 school year.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

> The leadership team will work with the principal to plan professional development throughout the year.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

> Professional development will be provided on topics relating to equity and cultural competency, providing opportunities for self-reflection and engagement as well as preparation to respond to situations that arise and facilitate conversations.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

> Professional Learning Community opportunities will be provided to staff.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

> A weekly staff newsletter will keep staff informed of important school-wide information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

Strategy/Activity

Daily announcements, write-ups of important events, and a regular principal updates will be sent out to keep parents and community informed of important school-wide information.

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

Amount(s)   Source(s)

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

Strategy/Activity

Our staff will continue to work on developing our professional knowledge of restorative justice and our related school practices.

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Intentional staff time will be provided to work on how to support staff and students in the transition back from a year of distance learning.

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

<div style="background-color:#f3e6f3; padding:10px;">
Time will be provided to analyze data relevant to school goals, and to create action steps as a result of that data.
</div>

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)

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	$181,500.00

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	$25,000.00
Title III	$48,000.00

Subtotal of additional federal funds included for this school: $73,000.00

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	$108,500.00

Subtotal of state or local funds included for this school: $108,500.00

Total of federal, state, and/or local funds for this school: $181,500.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	108,500.00
Title I	25,000.00
Title III	48,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	181,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	108,500.00
1000-1999: Certificated Personnel Salaries	Title I	25,000.00
1000-1999: Certificated Personnel Salaries	Title III	48,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	181,500.00

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

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Deborah Brill	Principal
Becca Burns	Parent or Community Member
Jen Coriell	Classroom Teacher
Toni Costantino	Classroom Teacher
Marie Hopper	Parent or Community Member
Brandon Mohan	Other School Staff
Chris Rigney	Classroom Teacher
Sara Rose Serin-Christ	Parent or Community Member
Pete Stewart	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 .

Attested:

Principal, Deborah Brill on