

The Single Plan for Student Achievement

School: Aspen Elementary School
CDS Code: 56 73759 6055859
District: Conejo Valley Unified School District
Principal: Paula Golem
Revision Date: November 17, 2017

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

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

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School Vision and Mission

Aspen Elementary School's Vision and Mission Statements

With our shared values and unity of purpose, it is our vision, at Aspen Elementary School, to provide a meaningful educational setting that values all students and empowers each to reach their full potential academically, socially, physically, and emotionally, thus enabling them to become productive members of society and caring members of a global community. We share in the proud vision, "Hand in Hand, Creating Great Futures."

MISSION STATEMENT:

Our Mission at Aspen Elementary School is to provide a dynamic and innovative educational setting where students experience the excitement of 21st Century Learning. We promote creativity, collaboration, critical thinking skills, problem solving, and the integrated application of technology. Staff and students are encouraged and inspired to be well rounded "life - long learners."

At Aspen, teachers, staff, and parents, work hand in hand to ensure a safe and nurturing environment for students that promotes self-esteem, self-confidence, student responsibility, compassion and commitment to others in our local and world-wide communities. Our plan to meet these goals is accomplished through a commitment to our Mission Statement: "Educate with Excellence and Enthusiasm."

School Profile

Aspen Elementary School is a safe, nurturing, and child-centered learning community nestled in a tranquil, well-established neighborhood in the heart of Thousand Oaks. Our teaching staff consists of 18 general education teachers, three special education teachers, and a Learning Center teacher, serving approximately 390 students in Transitional Kindergarten through Fifth Grade. Aspen students are supported and encouraged to succeed by our caring, dedicated staff and a strong parent community working collaboratively to empower them with the necessary knowledge, skills, mindsets, and character traits needed to build a strong educational foundation. At Aspen, we are committed to providing a comprehensive education that meets the academic, cultural, social, and emotional needs of our students and prepares them to lead responsible and meaningful lives. Aspen "Roadrunners" are well-rounded students who benefit from our rigorous, standards based, 21st Century Learning program, balanced with an emphasis on the visual and performing arts and technological sciences. Aspen Elementary is a California Distinguished School, An Eco Friendly School, and California Business for Education Excellence Honor Roll School Award recipient.

Opportunities for Parent Involvement

Aspen's staff, parent community, and business community partners have consistently supported our school and helped us earn our reputation for excellence. We invite parent participation through opportunities such as our Parent Faculty Association, School Site Council Membership, English Language Advisory Council, involvement on our Technology Committee and other special committees, as well as through volunteerism in the classrooms, library, computer labs, science fair and with special projects. Our students truly benefit from the enthusiastic commitment of our stakeholders to our school's outstanding educational programs and services. Individuals interested in volunteering in any capacity at Aspen Elementary School, may contact the principal, Paula Golem, at (805) 495-2810. We welcome parents and community partners to Aspen and thank you for joining with us in creating great futures for our students.

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).

Our district conducted LCAP Survey via district and school websites. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology and were concerned with the quantity of homework assigned. Almost half of the students surveyed reported having been teased at school, only about half of those students reported it to an adult. The majority of students reported looking forward to coming to school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and they received help from adults when needed.

In May of 2017, the Aspen School Site Council conducted a parent survey. One hundred twenty- three responses were returned, which accounted for 48% of families participating. Results were overwhelmingly positive with 98% of the responses indicating strong satisfaction with the school on the whole, the welcoming atmosphere and the opportunities for parent involvement. Ninety three percent of the responses indicated strong satisfaction with the school's communication and efforts to meet their child's social/emotional needs. Ninety percent of the parents responding believed that the school was challenging their children and meeting their academic needs. In the write in portion of the survey, two parents requested more evening workshops for parents. Three of the parents responding expressed concerns over traffic issues and parking lot safety, and four percent of the responses expressed a need to provide more campus supervision to keep children safe at play. These concerns were addressed with the following actions:

- * The hiring and scheduling of six additional campus supervisors, and the training of campus supervisors in Kelso's Choices and Champs positive behavior expectation program.
- * Contacting the Thousand Oaks Police Department for more traffic support at peak hours. Parent volunteers at the corner of Marlow and Oberlin at peak times..
- * Include Gate/ High Achievement as a focus group in our MTSS plan to ensure we meet the needs of all students at Aspen.

Classroom Observations

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

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Students in grades 3-5 took the CAASPP in language arts and math in Spring 2017. Students in grade 5 took the CST or CMA in science. Special education students are assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests, and teacher created formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests, and teacher created formative assessments. English language development assessments are also utilized to modify instruction and improve student achievement, including: The California English Language Development Test (CELDT), a Developmental English Assessment.

An English Language Arts Performance Summary regarding our subgroups as Aspen indicate that:

* 24 %of the English Language Learners tested in grades 3-5 met or exceeded standards.

* 20% of the 35 Special Education Students tested, met or exceeded standards.

* 42% of the 42 Low income students tested in grades 3-5 met or exceeded standards.

All other sub groups performed similarly with scores equal to or above the overall performance score of 50%.

A Mathematics Performance Summary regarding our subgroups at Aspen indicate that:

* 23 % of the English Language Learners tested in grades 3-5 met or exceeded math standards.

* 18% of the Special Education students tested in grades 3-5 met or exceeded standards.

* 25% of the Students from Low Income homes tested in grades 3-5 met or exceeded math standards.

All other sub groups performed similarly with scores equal to or above the overall performance of 55%.

This experience taught us that a shift in teaching practices was also needed to effectively implement 21st Century Learning skills in the classroom. Professional Development is now planned and being offered to support our teachers in their use of Web's Depth of Knowledge as we move expectations beyond the previous standard of acquiring knowledge, to the new expectations of students application, evaluation, and extended reasoning. Training our teachers in the art of questioning, inquiry based learning, and performance based tasks, will better prepare our students for the challenges before them and SBAC testing to come. We have also learned that more emphasis needs to be placed on our students' ability to read and express their thinking in writing, as these skills are crucial to their success on both the ELA and Math portions of the SBAC exam. We seek to improve the quality of classroom instruction, as well as continue to provide Tier I and Tier II differentiated instruction, and Tier III intervention opportunities to support students in English Language Arts and Mathematics. Finally, we will continue to provide additional targeted support for our English Language Learners, our students receiving Special Education Services, and students who come from low income households.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for pre-teaching and reteaching. Our district utilizes EADMS a student data management system that allows us to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance. In addition, Aspen teachers engage in ongoing progress monitoring. Grade level teams have block scheduling that allows them to meet weekly to analyze student data and use the data from curriculum embedded assessments to drive future instruction. School wide, the end of the year data is used to establish areas of need and focus, and set goals for the next school year.

District Benchmark Assessments and School Curriculum Assessments indicate the following percentage of students scoring proficient by the end of the 2016 -2017 school year.

* Kindergarten - Phonics and Reading Benchmarks	96.5 %
* First Grade - Phonics and Reading Benchmarks	66.5 %
* Second Grade - Phonics and Reading Benchmarks	84.7 %
* Third Grade - Phonics and Reading Benchmarks	84.1 %
* Fourth Grade - Treasures Reading	82.0 %
* Fifth Grade - Treasures Reading	85.0 %

District Mathematics Benchmarks Assessments and School Curriculum Assessments indicate the following percentage of student scoring proficient by the end of the 2016 -2017 school year.

* Kindergarten -	97.4 %
* First Grade -	93.7 %
* Second Grade -	90.4 %
* Third Grade -	75.7 %
* Fourth Grade -	79.0 %
* Fifth Grade -	81.8 %

These scores indicate a need for more emphasis on first grade phonics instruction and more targeted small group math instruction in third and fourth grades. Both of these changes have been implemented this year.

Staffing and Professional Development

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

100% of teachers are credentialed and properly assigned.

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

All district teachers attend two days of focused professional development sponsored by the school district. All credentialed teachers also attend twelve hours of site-based or principal approved staff development in alignment with site/district LCAP goals.

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

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Writing, Reading, English Language Development, and Math. District teachers are offered ongoing professional development opportunities based on California State Standards and CAASPP assessment preparation. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment.

Our Aspen Staff Development Schedule for the 2017- 2018 School Year is as follows:

11/08/17 Teacher@ Learn Account- Learning how to use Google drive and Google documents with your school LEARN account.

Learning to connect and share with others using Google Classroom.

12/13/17 Making Go Math Go- Differentiating instruction in small groups using Go Math

1/25/18 Embracing Growth Mindset - Promoting resiliency, perseverance and problem solving in our students to cultivate life long learners.

3/7/18 Navigating NGSS- Learn practical application of our new science standards in the classroom. Use conversion kits to bring NGSS to our Foss Kits.

Teachers are also encouraged and supported to attend professional development conferences and workshops in addition to those provided by the school and school district. Funding is provided for this within the instructional and OCBG budgets.

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

Schools have access to three district -based TOSAs (Teachers on Special Assignment) in two focus areas: (1) English Language Development: site and district training on effective instructional strategies for English Learners, training on fidelity to adopted materials for ELD, and support for classroom teachers on planning and instruction for English Learners (2) Professional Development: leads district and site teacher training sessions on California State Standards, coordinates teacher leaders to design professional development offered at school sites, models best practices for instruction using the California State Standards. (3) Instructional assistance and support are also provided in the area of the integration of classroom technology. The Coordinator performs tasks related to data analysis, assessment preparation, and alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis or formative and summative assessments.

Each site has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) advisor and English Language Development (ELD) advisor who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

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

At Aspen Elementary School, we consistently strive to create an efficient and effective Professional Learning Community. We have created a network of teams and committees consisting of teachers, staff, parents and community members, who collaborate, share information, and work together to make decisions that reflect what is best for all of our students. We have a block schedule that allows all teachers to meet with grade level colleagues one to two hours weekly to analyze student data and use that data to make sound instructional decisions. We have a school Instructional Leadership Team consisting of four teachers and the principal who have worked with staff to design and implement an MTSS plan that includes instruction for all learners meeting LCAP goals. Based on data obtained in a recent teacher survey, the team has created a series of professional development workshop opportunities to meet the needs of the staff. (See above) We have a school curriculum leadership team that has one representative from each grade level and special education that meets alternating Tuesdays, to discuss curriculum implementation, areas of need, instructional challenges, and other site specific topics. We have an outstanding School Study Team and Special Education Team including our counselor, psychologist, speech therapist, and learning center teacher, who meet weekly to discuss our struggling students and ways we can best support them. We have a team specifically established to support the needs of our English Language Learners, which meets monthly to discuss concerns and share ideas. We also have a technology team consisting of our site tech, the principal, four classroom teachers, the IMT, the computer teacher and two parents. This team meets to discuss the school's technology needs and how best to meet student needs and enhance learning through technology. We have an involved School Site Council and active PFA which will be discussed in detail in another section of this report.

Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas including recent adoptions of ELA materials and current piloting of state-approved math materials.

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

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

Our second year of the Multi-Tiered System of Success (MTSS) implementation program at Aspen Elementary School was a huge success. A great deal of planning went into the implementation of what we call "Target Time." Our goal is to meet the needs of all students through a process of assessment and specific groupings for focused and targeted instruction. This program is implemented three days each week. Our bell schedule was changed to accommodate 40 minute blocks of time at each grade level for MTSS rotations. Two additional credentialed teachers were hired to be our "Target Time" teachers and provide support to the classroom teachers and students at each grade level. After an initial data team meeting with the classroom and Target Teachers, students in grades 1-5 were grouped by their needs and abilities based on district benchmark assessment data and pre-test intervention assessment data. At each grade level's assigned Target Time, students move into groups across the grade level for reading, writing, math, enrichment, technology, and intervention. Our four Target Time Teachers provide the Tier II, intervention instruction, using researched based intervention materials such as SIPPS, Read Naturally, Support Coach, Reading Power. Also available for intervention support are the computer programs IXL, and Successmaker which address student needs in both ELA and Mathematics. Our learning center teacher uses this assigned block of time to provide grade level, Tier III instruction. The classroom teachers provide Tier I, differentiated instruction, by setting objectives for their student groups and designing lessons to meet the specific needs of each particular group. For example, some students stay in class with their own teacher, while others receive instruction in another classroom. Gifted and high achieving students choose topics of interest and work on projects, guided by one designated teacher who supports them. Some students meet in Literature Circles while others participate in a Writer's Workshop. Still other groups meet with the teachers for additional practice with grade level skills that are needed to meet benchmark expectations and grade level standards. At the end of every six to eight week period, post tests are administered, and teachers reflect on student progress in each group. Data team meetings are held again, where, as a team, we evaluate student progress, analyze assessment data, and make decisions about student needs, to establish new goals for placement in future groups. This ongoing progress monitoring, and use of data to drive placement and instruction will continue through May. End of year data from the 2016 - 2017 school year measured overall progress and demonstrated the effectiveness of the new MTSS program. Of the 121 students referred for intervention support outside of the classroom, none of them were meeting benchmark standards in ELA in September of 2016, but 86% of them were meeting or exceeding grade level standards in May of the same year.

Our after school math tutoring program was not as successful. Because we were only able to secure one teacher to support our students, only 8 of the most challenged students in the lower grades participated in the program. The tutoring took place for one hour, twice a week, for a period of 12 weeks. None of the students had met their grade level math benchmarks when they were referred to the program, but 85% of them, met or exceeded math benchmarks when the program ended in May. Those students who did not meet benchmarks by May, had made no measurable improvement and the data we acquired was used when they were referred to our school's study team.

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

All students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms. English Learners receive instruction in content areas using standards-based instructional materials including the ELD standards.

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

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and independent work times, as well as, one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable under-performing students to access the general curriculum.

In addition to whole group, core curriculum instruction, teachers at Aspen Elementary differentiate instruction in the classroom, providing comprehensive Tier I instruction that ensures that all students have access to the core curriculum. Using formative assessments including Reading Results, District Benchmarks and the Gates- McGinitie, students at each grade level are grouped by need and ability for differentiated instruction in reading and mathematics. Leveled and guided reading groups are created in each class, allowing students to read books that are appropriate for them. Small flexible math groups are also created in each class to meet student's individual needs. After each unit or theme assessment, new skill groups are created. Teachers meet with students who did not meet the benchmarks on the assessments and require additional practice and/or reteaching to meet standards. Our MTSS program builds time into each teacher's schedule allowing them to meet with these small groups and provide the support needed for student success. Small flexible grouping is the cornerstone of successful Tier I instruction. Those students who prove unsuccessful with Tier I differentiation of instruction at their grade level are considered for Tier II intervention support.

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, and cooperative learning.

Parental Involvement

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

At Aspen Elementary School, we know that the causes of under-achievement are vast. Family problems, social-emotional upsets, economic challenges, new language acquisition, student learning disabilities, and medical concerns can often be factors that affect student performance. We consistently strive to address all of these concerns as well as the academic challenges our students face. Our Aspen Elementary ELD Facilitator works with many of our families and provides language support, translation, and service referrals for our students in need. Our school counselor counsels students who have behaviors that impact their learning. Our school psychologist, also serves as a resource for students with social and emotional challenges that impact their learning. She frequently makes referrals to Ventura County Behavioral Health and Tri- Counties Regional Center, in an effort to support our families. Our district provides inclusion specialists that visit Aspen and work closely with our special education teachers and students to enable them to be included and successful in a general education setting. Our school serves breakfast and lunch to 18% of our students who qualify for the free and reduced lunch program. We also refer families to the services provided by Many Mansions and Manna in Thousand Oaks. Aspen Elementary also provides school supplies, assignment notebooks, and field trip fees for students in need. Recent benchmark and SBAC data indicated a need in the area of mathematics, so this year Aspen Elementary is planning to add math intervention support as a part of our MTSS, for our students who are under-performing. Students will be referred to the program by their teachers. The math intervention will take place during each grade levels Target Time, three days a week, for three hours per day.

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

Aspen Elementary is proud to have strong, supportive parent involvement. Our School Site Council is an integral contributor in the decision making process, collaborating and discussing school curriculum and achievement, site needs and safety concerns. The members of our site council provide input in site goal setting and budgetary expenditures. The parents on the School Site Council represent our school in our community, and the community in our school. Aspen is also fortunate to have an active Parent Faculty Association (PFA). The parents in this group represent the heart and soul of our school. Our PFA parents work tirelessly to provide our students enrichment opportunities and exposure to the arts. Our PFA provides funding for our Physical Education Teacher, Computer Teacher, Dance Teacher, and Art Teacher. They make donations to the teachers' instructional budgets and volunteer everyday in the classrooms. The parents in our PFA help staff and administration create the home school connection that is so important for student success. We also have involved parents on our ELAC, DAC, and GATE committees, representing Aspen at district meetings and working with students, teachers, and administration to ensure we offer our students every opportunity for success. In addition Aspen has a Technology Committee consisting of staff, parents and teachers who work collaboratively to make decisions that ensure the most effective use of technology to support student learning. Aspen has a team of parents and teachers who have organized an Odyssey of the Mind Team and meet with our students after school to challenge them to think outside the box. We are proud to be an Eco School and have a dedicated group of parents who support our ecology and recycling efforts weekly. Groups of parents help our students compost and garden. Our parents are invaluable partners in our student's achievement and in the success of our school.

Funding

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

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

Description of Barriers and Related School Goals

Aspen stakeholders have identified several challenges that serve as barriers to student achievement and the attainment of our stated goals. Approximately 11% of our Aspen students, have significant learning disabilities in the area of speech and language, and are receiving academic instruction and support in three self-contained, special education classes. Although these students are making notable progress, their disabilities definitely impact the rate at which they achieve. These students have individualized goals, specified in their IEP's, and their progress each year is measured by the amount of progress made toward those specific goals, rather than district benchmarks and state standards. In addition, 15 of these 32 students in special education classrooms are also English Language Learners. Continued specialized academic instruction in the special day classroom will provide these students the support and foundation they need to achieve to their highest abilities.

Approximately 11% of our Aspen students are English Language Learners. Because the process of acquiring a new language typically takes students 3 - 5 years, student progress toward benchmark standards and achievement scores are affected. We support our English Language Learners with a program of ELD instruction 30 minutes daily, using the board adopted Carousel Materials, Treasures, ELD materials, Rosetta Stone, Frames for Fluency, and Productive Partnering. The skills taught in these programs are integrated throughout the students' instructional day. Nine of our students taking the test are both English Language learners and also identified as having specific learning disabilities, and are learning in a special education day class. The number of English Language Learners entering our school is increasing annually. Since the 2016 - 2017 school year, the number of students who are economically disadvantaged has increased from 11% to 18%.

Finally, a new and increasingly prevalent barrier to meeting school goals is the increase in the number of students who have emotional and behavioral challenges on campus. These students can be disruptive in the classroom setting, preventing teachers from teaching and other students from learning. Although we work diligently to provide support for these students, the impact of their challenges is most definitely felt in the classroom, affecting learning and academic success. This district has increased the amount of time we receive services from our school counselor from one half day to one full day, but additional support for our students' social emotional well being would be beneficial.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	58	64	67	58	61	67	58	61	67	100.0	95.3	100
Grade 4	60	58	67	59	58	62	59	58	62	98.3	100	92.5
Grade 5	66	60	58	64	60	58	64	60	58	97.0	100	100
All Grades	184	182	192	181	179	187	181	179	187	98.4	98.4	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2448.9	2451.6	2447.5	33	38	29.85	34	25	32.84	17	21	19.40	16	16	17.91
Grade 4	2479.5	2494.7	2492.4	36	43	30.65	27	22	32.26	5	17	20.97	32	17	16.13
Grade 5	2545.2	2533.6	2522.6	38	35	36.21	41	32	25.86	9	17	15.52	13	17	22.41
All Grades	N/A	N/A	N/A	35	39	32.09	34	26	30.48	10	18	18.72	20	17	18.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	45	39	31.34	38	39	43.28	17	21	25.37
Grade 4	32	45	32.26	37	34	51.61	31	21	16.13
Grade 5	39	30	43.10	44	48	36.21	17	22	20.69
All Grades	39	38	35.29	40	41	43.85	22	21	20.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	30	28.36	52	54	55.22	22	16	16.42
Grade 4	34	33	33.87	39	50	46.77	27	17	19.35
Grade 5	52	49	44.83	38	34	36.21	11	17	18.97
All Grades	38	37	35.29	43	46	46.52	20	17	18.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	31	20.90	62	52	64.18	10	16	14.93
Grade 4	29	24	16.13	49	64	70.97	22	12	12.90
Grade 5	34	27	25.86	58	58	55.17	8	15	18.97
All Grades	30	27	20.86	56	58	63.64	13	15	15.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	31	31.34	62	49	53.73	19	20	14.93
Grade 4	19	34	27.42	42	52	51.61	17	14	20.97
Grade 5	50	42	37.93	41	48	41.38	9	10	20.69
All Grades	30	36	32.09	48	50	49.20	15	15	18.72

Conclusions based on this data:

1. Overall 63% of Aspen students in grades 3-5 taking this assessment met or exceeded ELA standards. Specifically, 63% of students in grade 3 met or exceeded standards; 63 % of 4th graders met or exceeded standards; and 62% of 5th graders met or exceeded standards. As with the scores district wide, Aspen's scored decreased slightly. The assessment is challenging and reflects the shift in focus from the learning of information, to the application of information. The teachers continue to implement a 21st Century learning approach in the classroom and work to prepare students for this language intensive exam computerized exam.
2. Seventy nine percent of Aspen students in grades 3-5 taking the Reading portion of the assessment scored near, at, or above standards. 81% of students scored near, at, or above in writing. 84.5% were near, at, or above in listening, and 81% were near, at or above in research/inquiry. This leads to the conclusion, that overall, our instruction and programs are effective for the majority of our students, who are making expected progress. Differentiation of instruction on a Tier 1 level must be more effectively implemented to focus more effort on the students whose performance is near standard. They have the potential for the greatest growth and achievement.
3. The percentages of Aspen students falling in the Below Standard range is equal to or less than 18%, a slight increase over last year. These students continued to be a priority in our Tier II and Tier III planning and MTSS efforts. Specific and targeted instruction using research based intervention materials, with ongoing progress monitoring, must be provided to those students, to help improve their academic achievement.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	58	64	67	58	61	67	58	61	67	100.0	95.3	100
Grade 4	60	58	67	59	58	64	59	58	62	98.3	100	95.5
Grade 5	66	60	58	64	60	58	63	60	58	97.0	100	100
All Grades	184	182	192	181	179	189	180	179	187	98.4	98.4	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2435.6	2448.8	2443.3	19	28	16.42	38	31	34.33	28	28	35.82	16	13	13.43
Grade 4	2499.6	2491.8	2498.2	29	29	27.42	32	28	30.65	25	26	33.87	14	17	8.06
Grade 5	2548.1	2528.1	2520.1	42	33	29.31	30	20	18.97	16	27	27.59	11	20	24.14
All Grades	N/A	N/A	N/A	30	30	24.06	33	26	28.34	23	27	32.62	13	17	14.97

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	33	38	29.85	45	41	49.25	22	21	20.90			
Grade 4	49	45	37.10	27	24	45.16	24	31	17.74			
Grade 5	49	43	32.76	38	30	32.76	13	27	34.48			
All Grades	44	42	33.16	37	32	42.78	19	26	24.06			

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	33	25.37	50	48	55.22	21	20	19.40
Grade 4	37	33	29.03	42	36	53.23	20	31	17.74
Grade 5	41	27	32.76	43	47	36.21	16	27	31.03
All Grades	36	31	28.88	45	44	48.66	19	26	22.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	48	26.87	55	46	53.73	19	7	19.40
Grade 4	41	33	33.87	41	47	54.84	19	21	11.29
Grade 5	38	33	31.03	48	43	46.55	14	23	22.41
All Grades	35	38	30.48	48	45	51.87	17	17	17.65

Conclusions based on this data:

1. Approximately 53% of Aspen students in grades 3-5 taking this mathematics assessment met or exceeded the standards. There is a noticeable decrease in student performance over the last year. Possibly attributed to the first year implementation of a new math adoption, Go Math. It is our hope that continued familiarity with the Go Math program, combined with more focused and differentiated Tier I instruction will be effective in increasing test scores. In addition, increased common core instruction focused on application strategies, use of computer applications, and familiarity with the format of SBAC testing, should also help improve student performance.
2. Approximately 76% of Aspen students in grades 3-5 taking this assessment nearly met, met, or exceeded standards in concepts and procedures, 77% nearly met, met, or exceeded standards in problem solving and data analysis, and 82% nearly met, met, or exceeded standards in communicating reasoning. This leads to the conclusion that the math instruction and curricular program is successful for the majority of students, and those students are making expected growth and achievement. We conclude that approximately 21% of our students need more focused, differentiated small group, Tier 1 instruction focusing on real world math applications, open ended problem solving and communicating and supporting mathematical thinking.
3. Approximately 47% percent of Aspen students in grades 3-5 who took this assessment, are not meeting expected standards in mathematics. This was our first year with the implementation of a new Common Core aligned mathematics curriculum called Go Math. With the program's emphasis on math application, critical thinking, and problem solving, it is our belief that Go Math, coupled with more focused and targeted Tier II and Tier III intervention instruction, will better meet student needs and increase student achievement. Previously, an after school math intervention was provided for 24 weeks. Although the 18 students that attended did make measurable improvements, the program on the whole was not effective in impacting overall, school-wide test scores. It is believed that math intervention provided during the school day will allow us to target and meet the needs of greater numbers of students.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	9				***	***	***	***							
1	13	29	25	40	29	38	33	29	25			13	13	14	
2				17	50		33		40	17	20	60	33	30	
3			17	25	60	33	13		17	25	20	17	38	20	17
4	20			30	25	***	20	13		10		***	20	63	***
5			14		40				14	25	60	43	75		29
Total	14	5	13	27	41	23	24	11	20	11	16	30	27	27	13

Conclusions based on this data:

1. The full Kindergarten data report is not yet available. Based on the data we have, approximately 36% of our ELD students who were tested, scored early advanced or advanced on the CELDT test, a 10% decrease over last year's performance goals. We believe the change can be attributed to the fact that the number of new students that entered the program exceeded the advanced students who exited the program. We will continue with consistent and focused ELD instruction using the Carousel program during our E-Block, a protected ELD instruction time from 8:30 a.m. to 9:00 a.m. each morning. In addition, our students working at CELDT levels 1 and 2 will receive instruction with the computer program, Rosetta Stone, 30 minutes three times weekly.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	8			15	25	10	23	42	20	46	17	40	8	17	30
1	13	29	22	40	29	33	33	29	22			11	13	14	11
2				17	50		33		40	17	20	60	33	30	
3			14	22	60	29	22		14	22	20	14	33	20	29
4	20			30	25	17	20	13		10		33	20	63	50
5			14		50				14	25	50	43	75		29
Total	9	4	9	25	38	16	25	17	18	19	17	32	23	25	25

Conclusions based on this data:

1. Data is not yet available.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
LCAP GOAL: 1. Improve Learning for All Students. 2. Maximize Student Potential Through Effective Intervention.
SCHOOL GOAL #1:
English Language Arts – All students will increase proficiency in ELA by 2017-2018 By June 2018, improve student achievement in English Language Arts. Continue with the implementation of Treasures Reading Adoption with fidelity; focusing on embedded academic language strategies, vocabulary, comprehension, differentiation of instruction, and best first teaching practices. <ul style="list-style-type: none">• All students grades K-5 will increase their achievement in English Language Arts in order to become more proficient readers and writers as evidenced by district trimester benchmark assessments.• 75% of all students in grades 2-5 will achieve 75% or higher on Treasures Unit Assessments and classroom assessments by the end of the third trimester.• 75% of all students in grades 2-5 will meet or exceed benchmark expectations on district assessments, Reading Results Assessments, or The Gates McGinitie by the end of the third trimester.• 85% of all students in grades K-1 will meet or exceed reading results benchmarks by the end of the third trimester.* 75% of students in grades 3-5 will meet or exceed grade level standards on the Smarter Balanced Assessment (CAASP)
Data Used to Form this Goal:
Smarter Balanced Assessment Consortium (SBAC) 2016 - 2017 assessment results for grades 3 -5 District ELA Benchmark Assessments 2016-2017 grades K -5 Reading Results Grades K-3 Scholastic Reading Inventory Lexile Grades 1-5 Treasures Theme and Unit Assessments Grades K-5 Report Cards MTSS/ Intervention Data
Findings from the Analysis of this Data:
Approximately 67% of Aspen students are meeting or exceeding ELA standards. 33% of students, however, demonstrate a need for focused and targeted support in the areas of reading fluency and comprehension of fictional and non-fictional text. This must be addressed in Tier I differentiation of instruction and in Tier II reading intervention, as a part of our continued MTSS implementation.

SUBJECT: English Language Arts

How the School will Evaluate the Progress of this Goal:

SBAC Testing grades 3-5
 Reading Results assessments each trimester K-3
 Scholastic Reading Inventory Lexile Assessment each trimester
 Gates MacGinitie Grades 3-5
 District ELA Benchmark Assessments 2016- 2017 Grades K-5
 Intervention Data - SIPPs, Read Naturally, Reading Power, and Triumph Learning Support Coach
 Grade level weekly data collaboration meetings/ quarterly data team meetings
 Ongoing progress monitoring using board adopted curriculum assessments
 Report Card Data
 Intervention Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>August 2017 – September 2018: Meet with Aspen Instructional Leadership Team to plan the structure and continued implementation of a Multi-Tiered Systems of Success (MTSS) program.</p> <p>September 2017: Assess all students using, Reading Results, and The Gates McGinitie assessments and Scholastic Reading Inventory. Identify and rank students falling below benchmark expectations and needing additional support.</p> <p>Continue the implementation of specific researched based reading intervention materials and software that meet the needs of Aspen students. Purchase supplemental materials and supplies that support the program:</p>	<p>September 24, 2017 through January 26, 2018 ongoing progress monitoring</p> <p>September 6, 2017 through May 2018 Ongoing each trimester</p> <p>September 24, 2017 through May 15, 2018</p>	<p>Principal MTSS Leadership Team: Sue Miller, Emily Kneller, Diane Barrett, and Brant Walker School Site Council</p> <p>Teachers</p> <p>Principal MTSS Leadership Team Site Council</p>	<p>Software Purchases and licensing- \$6,720 EES Licensing Microsoft Successmaker Scholastic Reading Counts /SRI Starfall Starburst Learning Moby Max</p> <p>Triumph Learning Support Coach for vocabulary and comprehension- Slpps, Read Naturally, \$2,100</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>OCBG</p> <p>OPGR</p>	<p>6,720.00</p> <p>2,276.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Triumph Learning- Support Coach comprehension and vocabulary for grades 1-5 Read Naturally SIPPS Successmaker Moby Max for Language Arts Scholastic Reading Inventory/ Reading Counts and Starfall</p> <p>Continue providing 2 credentialed MTSS teachers to provide targeted reading intervention instruction during a grade level's Target Time.</p> <p>Academic support for language development</p>	August 31, 2017 - June 6, 2018	Academic specialists	<p>Support for Transitional Kindergarten 90 minutes daily</p> <p>TK support benefits</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	003R 003R	<p>3,000.00</p> <p>450.00</p>
<p>Implement the MTSS reading intervention program called "Target Time" Provide ongoing intervention instruction with progress monitoring and the differentiation of instruction in small targeted groups at each grade level.</p> <p>Meet in data teams to develop specific criteria for a student's placement in an intervention group. Establish small, flexible groups with specific goals and objectives for each. Identify and pre and post assessments to be used.</p> <p>Every six to eight weeks, meet in grade level data teams with classroom and intervention teachers to collect and analyze data and use that data to drive future instruction</p>	Ongoing- every 8 weeks- Data Team Meets on: September 24, 2017 December 5, 2017 March 20, 2018 May 15, 2018	Teachers, Principal MTSS teachers	Substitute Salaries for data team meetings	0001-0999: Unrestricted: Locally Defined	OTRM	1,377.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and form new student groups. Provide substitutes for teacher release.						
Implement the MTSS reading intervention program called "Target Time" Provide intervention instruction with progress monitoring a total of 10 hours weekly. Approximately every 8 weeks, meet in grade level data teams with classroom and intervention teachers to collect and analyze data and use that data to drive future instruction and form new student groups.	9/24/17 to 5/15 /18 Daily: Provide core Tier 1 reading instruction to all students. Weekly: Provide a weekly total of 9 hours of reading intervention instruction to students in grades 1-5 who qualify for Tier 2 reading intervention. Weekly: Grade level teams will collaborate and analyze student data. Monthly: Monitor Program implementation and analyze student data at the end of each cycle. Meet in data teams every 6 weeks. Annually: Monitor and evaluate reading intervention program goals and	Teachers MTSS Teachers Principal Classroom Teachers	Lisa Bernstein credentialed intervention teacher 3hrs day/3 days wk/ 9 hours weekly for 25 weeks.	1000-1999: Certificated Personnel Salaries	OTRM	5,611.50
			Kathy Benioff credentialed intervention teacher 3hrs day/ 3days wk 9 hrs weekly	1000-1999: Certificated Personnel Salaries	OTRM	5,611.50
			Kathy Benioff MTSS Benefits	3000-3999: Employee Benefits	OTRM	450.00
			Lisa Bernstein credentialed Benefits	3000-3999: Employee Benefits	OTRM	450.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	objectives; determine if goals and objectives are being met. Make changes and or additions as needed.					
Support the integration of technology in the classroom. Increase the Implementation of i-Pads in grades TK-2 and Chromebooks in grades 3-5, using the SAMR model and grade level standards to enhance, enrich, and guide instruction.	September 2017 - May 2018 Ongoing as needed	Principal Site Tech Tech Committee Site Council	Purchase, replace, and repair technology on site. Keep technology in good working order, available for staff and student use.	5000-5999: Services And Other Operating Expenditures	OCBG	1,978
Maintain office equipment copiers, laminator and risograph machine. Purchase needed office supplies, paper, ink cartridges and materials for teacher and classroom support.	August 26, 2017- June 30, 2018 ongoing as needed	Principal Office Manager ICT	Replace /repair/ maintain equipment and technology including copiers, scanners, fax machines, risograph, laminator, and printers,	5000-5999: Services And Other Operating Expenditures	OCBG	4,500
Provide Professional Development opportunities for staff including substitutes for teacher release and conference costs including but not limited to: Growth Mindset, CRLP, Reading Conferences, CAG and ITSE.	September 2017 - June 2018	Principal Teachers Literacy Conferences NGSS conferences Growth Mindset CAG CRLP Yoga 4 Classrooms	Professional Development	5000-5999: Services And Other Operating Expenditures	OCBG	1,100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide two days of teacher release for one on one reading results assessment and benchmark assessment, team collaboration and data sharing and analysis.	One half day each trimester; October, January, and April	Certificated staff Principal	Substitutes to release teachers TK - 3 for benchmark assessments	1000-1999: Certificated Personnel Salaries	OCBG	3,000
Goal 1 H - Provide properly maintained, clean and safe school facilities with appropriate supervision	August 2017 - June 2018 ongoing as needed	Principal Custodians Campus Supervisors	Cover overage cost of campus supervision and parking lot supervision at 4 additional hours per day	2000-2999: Classified Personnel Salaries	OCBG	5,400
			Benefits for campus supervision overage	2000-2999: Classified Personnel Salaries	OCBG	600.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA/LCAP GOAL:
Mathematics –1. Improve Learning for All Students. 2. Maximize Student Potential Through Effective Intervention
SCHOOL GOAL #2:
By June 2018, students in grades K-5 will demonstrate improved achievement and performance in mathematics. Implement focused and intensive intervention support. * In grades K-5, 75% of all students will meet or exceed 75% of the standards on district trimester and end of the year benchmark assessments. * In grades K-5, 75% of all students will meet or exceed 75% of the benchmark expectations on district adopted mathematics unit assessments. * In grades 3-5, 75% of all students will meet or exceed grade level standards on the Smarter Balanced Assessment (CAASP)
Data Used to Form this Goal:
District Math Benchmark Assessments from 2017- 2018 District adopted Math Curriculum Unit Assessments SBAC testing (CAASP)
Findings from the Analysis of this Data:
District Benchmark Assessment and Go Math Unit Assessment data indicates that mathematics achievement has remained constant over the last two years with 73% of all students meeting or exceeding standards. Data from the recent SBAC testing indicates a decline in student performance with 53% of students in grades 3-5 meeting or exceeding standards. SBAC data further indicates that 23% of students nearly met the standard. A focused and targeted intervention program along with the continued implementation of the new Go Math adoption will support these students as they move toward proficiency.
How the School will Evaluate the Progress of this Goal:
District Math Benchmark Assessment Data collected through EADMS. Unit Assessments Results Intervention Data SBAC Performance Data Report Card Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>August 2017: Continue training and implementation of the new math adoption, Go Math, with an emphasis on improving mathematics achievement. Renew software licenses for support materials and resources, and purchase supplementary instructional materials.</p> <p>Teachers will be supported as they implement the new Go Math adoption. Training will be provided by district personnel and Aspen staff, including the integration of technology within the program. Outside Professional Development and attendance at the Math Conference and NGSS conferences will be offered.</p>	<p>August 2017 - June 2018 Ongoing</p> <p>Ongoing from August 2017-June 2018</p>	<p>Principal, MTSS Leadership Team School Site Council</p> <p>LCAP teacher leaders Sue Miller and Emily Kneller, District TOSA Terri Culpepper</p>	<p>Moby Max Math Successmaker Math Starfall Razz Kids Fasst Math i-pad Apps</p> <p>Costs covered by CVUSD, Conference costs covered by site in goal #1</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>OTRM</p>	<p>1,385.00</p>
<p>Teachers will assess and identify strengths and weaknesses in students' mathematical skills. Students will be grouped based on need and ability for targeted instruction within the classroom or within the grade level. In addition, to further support students, each grade level will enlist the help of parents to work with small groups twice weekly</p> <p>Using Marilyn Burns, Do The Math, A math intervention teacher will provided focused and intense small group instruction in mathematics at each grade level, to move students toward proficiency.</p>	<p>December 2017</p> <p>December 2017- April 2018 3 days per week, 3 hours per day for 16 weeks.</p>	<p>Classroom Teachers Math Intervention Teacher Principal</p> <p>Math Intervention Specialist TBD</p>	<p>Math Intervention Materials Math Intervention Specialist</p> <p>Math specialist benefits</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>OPGR</p> <p>003R</p> <p>003R</p>	<p>596.00</p> <p>3,500</p> <p>550.00</p>

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Language Learners
LEA/LCAP GOAL:
1. Improve Learning for All Students. 2. Maximize Student Potential Through Effective Targeted Intervention.
SCHOOL GOAL #3:
Increase the number of English Language Learners scoring Advanced or Early Advanced on the CELDT Assessment to 55%. Using the CELDT/ADEPT/IPT and Carousel assessments, 75 % of English Language Learners will meet or exceed district benchmarks and grade level expectations, demonstrating one year's growth by the end of the academic school year 2017 - 2018.
Data Used to Form this Goal:
English Language Subgroup Self- Assessment (ELSSA) California English Language Development Test (CELDT) A Developmental English Proficiency Test (ADEPT) Carousel Unit Assessments Rosetta Stone Assessments
Findings from the Analysis of this Data:
Currently, approximately 80% of English Language Learners students at Aspen Elementary are demonstrating one year's growth in English Language Development for one year's attendance. This is an increase of 12% over last year. We feel confident that our focused, intentional and consistent ELD instruction is instrumental in reaching our goal to improve student achievement.
How the School will Evaluate the Progress of this Goal:
English Language Subgroup Self- Assessment (ELSSA) California English Language Development Test (CELDT) A Developmental English Proficiency Test (ADEPT)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level and cross grade level articulation and ELD instruction.	September 2017 - June 2018 3 hours weekly	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will communicate EL student progress to team and parents.	Ongoing as assessments are taken.	Teachers				
Teachers will teach the district adopted ELD curriculum (Carousel) to identified English language learners.	September 2017 - June 2018 2.5 hours weekly	Teachers Support Teachers ELD Facilitator				
ELD Teacher Facilitator will provide staff with pertinent information regarding student CELDT scores and student progress.	Ongoing Ongoing as needed	Brasilia Pinto Karina Valencia				
District ELD facilitator will administer the ADEPT/ IPT to all EL students and share results with teachers.	November 2017 February 2018 May 2018	Principal Brasilia Pinto Karnia Valencia				
Aspen will host ELAC parent meetings.	September 2017 January 2018 May 2018	Classroom teachers ELD support teachers ELD teacher facilitator ELD facilitator				
Teachers will meet to discuss student progress at data team meetings every eight weeks and annually, with the principal and facilitator entering data on Ellevation.						
Provide additional support to English Language Learners.	September 2017 - June 2018	ELD Facilitator Support Teachers 3 hours each -	Kathy Benioff , support 3 hrs week	1000-1999: Certificated Personnel Salaries	EIA Funds	1,875.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Two credentialed teachers will support classroom teachers at each grade level, providing more differentiated and focused systematic ELD instruction and practice to meet individual needs.</p> <p>ELD Facilitator will support English Language Learners needs in the classroom setting.</p> <p>Ongoing progress monitoring and assessment will be provided and communicated to families using the new Ellevation software.</p>	Three hours per week for each support teacher.	weekly	Kathy Benioff benefits	3000-3999: Employee Benefits	EIA Funds	150.00
			ELD supplies, copies, materials	4000-4999: Books And Supplies	EIA Funds	375.00
	Lisa Bernstein, ELD support 3 hours per week		1000-1999: Certificated Personnel Salaries	TPGR	1,875.00	
	Lisa Bernstein, benefits		3000-3999: Employee Benefits	TPGR	285.00	
	ELD Supplies, headphones, materials		4000-4999: Books And Supplies	TPGR	1,200.00	
	Ongoing as needed August 2017 - June 2018					
	Ongoing as needed August 2017 -June 2017					

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development
SCHOOL GOAL #1:
Provide Support Services to English Learners in order to Increase Language Acquisition

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Consider all appropriate dimensions; teaching, learning staffing, and professional development.	August 26, 2015 - June 12, 2016	Certificated Staff	Salary and Benefits	1000-1999: Certificated Personnel Salaries	0860	2,253.60
		Support Staff	Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	15,816.00
		Professional Development	Cost of teacher supplies, speakers, teacher release	5800: Professional/Consulting Services And Operating Expenditures	0860	500.40

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	7,500.00	0.00
OPGR	2,872.00	0.00
OTRM	14,885.00	0.00
OCBG	23,298.00	0.00
TPGR	3,360.00	0.00
EIA Funds	2,400.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	7,500.00
OPGR	2,872.00
OTRM	14,885.00
EIA Funds	2,400.00
OCBG	23,298.00
TPGR	3,360.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	1,377.00
1000-1999: Certificated Personnel Salaries	21,473.00
2000-2999: Classified Personnel Salaries	9,000.00
3000-3999: Employee Benefits	2,335.00
4000-4999: Books And Supplies	12,552.00
5000-5999: Services And Other Operating Expenditures	7,578.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	003R	3,500.00
2000-2999: Classified Personnel Salaries	003R	3,000.00
3000-3999: Employee Benefits	003R	1,000.00
4000-4999: Books And Supplies	OPGR	2,872.00
0001-0999: Unrestricted: Locally Defined	OTRM	1,377.00
1000-1999: Certificated Personnel Salaries	OTRM	11,223.00
3000-3999: Employee Benefits	OTRM	900.00
4000-4999: Books And Supplies	OTRM	1,385.00
1000-1999: Certificated Personnel Salaries	EIA Funds	1,875.00
3000-3999: Employee Benefits	EIA Funds	150.00
4000-4999: Books And Supplies	EIA Funds	375.00
1000-1999: Certificated Personnel Salaries	OCBG	3,000.00
2000-2999: Classified Personnel Salaries	OCBG	6,000.00
4000-4999: Books And Supplies	OCBG	6,720.00
5000-5999: Services And Other Operating	OCBG	7,578.00
1000-1999: Certificated Personnel Salaries	TPGR	1,875.00
3000-3999: Employee Benefits	TPGR	285.00
4000-4999: Books And Supplies	TPGR	1,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,524.00
Goal 2	6,031.00
Goal 3	5,760.00
Goal 4	0.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Paula Golem	X				
Rekha Krishnankutty				X	
Heather Spohr				X	
Susan Fujimoto				X	
Jill Nguyen				X	
Lindsay Choudhry				X	
Brant Walker		X			
Sue Miller		X			
Kathi Byington		X			
Stacey Coombe			X		
Numbers of members of each	1	3	1	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 16, 2016.

Attested:

Paula Golem

Typed Name of School Principal

Signature of School Principal

Date

Kathi Byington

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date