

The School Plan for Student Achievement

School: Aspen Elementary School
CDS Code: 56 73759 6055859
District: Conejo Valley Unified School District
Principal: Mae Tietjen
Revision Date: **January 29, 2019**

The School 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

VISION STATEMENT: 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 15 general education teachers, three special education teachers, and a Learning Center teacher, serving approximately 375 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, Mae Tietjen, 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 an 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.

The Aspen School Site Council conducted a parent survey. 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. 93% of the responses indicated strong satisfaction with the school's communication and efforts to meet their child's social/emotional needs. 90% 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, there were requests for more parent workshops, expressed concerns over traffic issues and parking lot safety, and expressed concern for a need to provide more campus supervision to keep children safe at play.

A future survey will be conducted in order to ascertain any changes from what was implemented from the previous school plan.

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 2018. 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 at Aspen indicate that:

* 37% of the English Language Learners tested in grades 3-5 met or exceeded standards.

* 26.5% of the Special Education Students tested, met or exceeded standards.

* 40% of the 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 55%.

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

* 39.3% of the English Language Learners tested in grades 3-5 met or exceeded math standards.

* 45.9% of the Special Education students tested in grades 3-5 met or exceeded standards.

* 45% of the Students from Low Income students 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%.

The data, as analyzed by the staff, 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 activating higher level thinking skills including 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. In addition, the teachers identified a need to expose students to more technology opportunities to prepare them for the computerized test. 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 2017 -2018 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 students scoring proficient by the end of the 2017 -2018 school year.

* Kindergarten -	97%
* First Grade -	94%
* Second Grade -	90%
* Third Grade -	76%
* Fourth Grade -	79%
* Fifth Grade -	82%

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 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, CAASPP assessment preparation and technology use in the classroom. 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 2018- 2019 School Year is as follows:

09/12/18 Google Sites - Teachers developed their own Google site for their classroom with assistance from CVUSD's Technology TOSA

09/20/18 Mindfulness Practice with the Mental Health Coordinator

10/29/18 NGSS - Nuts and bolts with CVUSD's NGSS TOSA. Learn practical application of our new science standards in the classroom

01/22/19 Next steps to Data Teams analyzing data from trimester 1 benchmark results

03/19/19 Integrating visual and performing arts into everyday curriculum

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 three 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) Inclusion for Special Education students, (3) Instructional assistance and support are also provided in the area of the integration of classroom technology.

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 one teacher per grade level 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 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)

Aspen's MTSS system, Target Time, has continued to be a success. The 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 grades 1-5. 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 two Target Time Teachers provide the Tier II, intervention instruction, using researched based intervention materials such as SIPPS, Read Naturally, Support Coach, Reading Power. 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 2017 - 2018 school year measured overall progress and demonstrated the effectiveness of the new MTSS program. Of the students referred for intervention support outside of the classroom, none of them were meeting benchmark standards in ELA in September of 2016, but approximately 85% of them were meeting or exceeding grade level standards in May of the same year.

In addition to the English Language Arts intervention being provided, we are looking to add a math and homework help intervention after school. Funds have been allotted for additional intervention time in the School Plan.

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 2017 - 2018 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. Although we work diligently to provide support for these students, the impact of their challenges is most definitely felt in the classroom, affecting the learning and academic environment. This district provides one full day of counseling services at the elementary level, and we are looking for professional development for our teachers specifically in the area of Mindfulness so that they may be able to provide additional support for our students' social emotional well being.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	64	67	53	61	67	51	61	67	51	95.3	100	96.2
Grade 4	58	67	63	58	62	61	58	62	61	100	92.5	96.8
Grade 5	60	58	66	60	58	65	60	58	65	100	100	98.5
All Grades	182	192	182	179	187	177	179	187	177	98.4	97.4	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2451.6	2447.5	2431.9	38	29.85	27.45	25	32.84	23.53	21	19.40	23.53	16	17.91	25.49
Grade 4	2494.7	2492.4	2501.8	43	30.65	36.07	22	32.26	34.43	17	20.97	13.11	17	16.13	16.39
Grade 5	2533.6	2522.6	2536.7	35	36.21	30.77	32	25.86	38.46	17	15.52	13.85	17	22.41	16.92
All Grades	N/A	N/A	N/A	39	32.09	31.64	26	30.48	32.77	18	18.72	16.38	17	18.72	19.21

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 3	39	31.34	34.00	39	43.28	42.00	21	25.37	24.00			
Grade 4	45	32.26	39.34	34	51.61	49.18	21	16.13	11.48			
Grade 5	30	43.10	39.06	48	36.21	45.31	22	20.69	15.63			
All Grades	38	35.29	37.71	41	43.85	45.71	21	20.86	16.57			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	28.36	22.00	54	55.22	48.00	16	16.42	30.00
Grade 4	33	33.87	26.23	50	46.77	52.46	17	19.35	21.31
Grade 5	49	44.83	45.31	34	36.21	39.06	17	18.97	15.63
All Grades	37	35.29	32.00	46	46.52	46.29	17	18.18	21.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	20.90	32.00	52	64.18	54.00	16	14.93	14.00
Grade 4	24	16.13	24.59	64	70.97	62.30	12	12.90	13.11
Grade 5	27	25.86	25.00	58	55.17	59.38	15	18.97	15.63
All Grades	27	20.86	26.86	58	63.64	58.86	15	15.51	14.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	31.34	28.00	49	53.73	50.00	20	14.93	22.00
Grade 4	34	27.42	36.07	52	51.61	49.18	14	20.97	14.75
Grade 5	42	37.93	37.50	48	41.38	51.56	10	20.69	10.94
All Grades	36	32.09	34.29	50	49.20	50.29	15	18.72	15.43

Conclusions based on this data:

1. Overall 64% of Aspen students in grades 3-5 taking this assessment met or exceeded ELA standards. Specifically, 51% of students in grade 3 met or exceeded standards; 71% of 4th graders met or exceeded standards; and 69% of 5th graders met or exceeded standards. As with the scores district wide, Aspen's score 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. 83% of Aspen students in grades 3-5 taking the Reading portion of the assessment scored near, at, or above standards. 78% of students scored near, at, or above in writing. 86% were near, at, or above in listening, and 85% 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	64	67	53	61	67	51	61	67	51	95.3	100	96.2
Grade 4	58	67	63	58	64	61	58	62	61	100	95.5	96.8
Grade 5	60	58	66	60	58	65	60	58	65	100	100	98.5
All Grades	182	192	182	179	189	177	179	187	177	98.4	98.4	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2448.8	2443.3	2437.1	28	16.42	23.53	31	34.33	33.33	28	35.82	21.57	13	13.43	21.57
Grade 4	2491.8	2498.2	2514.0	29	27.42	24.59	28	30.65	50.82	26	33.87	16.39	17	8.06	8.20
Grade 5	2528.1	2520.1	2519.9	33	29.31	23.08	20	18.97	26.15	27	27.59	33.85	20	24.14	16.92
All Grades	N/A	N/A	N/A	30	24.06	23.73	26	28.34	36.72	27	32.62	24.29	17	14.97	15.25

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	38	29.85	37.25	41	49.25	37.25	21	20.90	25.49	
Grade 4	45	37.10	50.82	24	45.16	37.70	31	17.74	11.48	
Grade 5	43	32.76	26.15	30	32.76	47.69	27	34.48	26.15	
All Grades	42	33.16	37.85	32	42.78	41.24	26	24.06	20.90	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	25.37	33.33	48	55.22	45.10	20	19.40	21.57
Grade 4	33	29.03	27.87	36	53.23	59.02	31	17.74	13.11
Grade 5	27	32.76	27.69	47	36.21	44.62	27	31.03	27.69
All Grades	31	28.88	29.38	44	48.66	49.72	26	22.46	20.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	26.87	27.45	46	53.73	52.94	7	19.40	19.61
Grade 4	33	33.87	36.07	47	54.84	49.18	21	11.29	14.75
Grade 5	33	31.03	27.69	43	46.55	49.23	23	22.41	23.08
All Grades	38	30.48	30.51	45	51.87	50.28	17	17.65	19.21

Conclusions based on this data:

1. Approximately 48% 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. 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 79% of Aspen students in grades 3-5 taking this assessment nearly met, met, or exceeded standards in concepts and procedures, 79% nearly met, met, or exceeded standards in problem solving and data analysis, and 81% 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 40% 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 40% percent of Aspen students in grades 3-5 who took this assessment, are not meeting expected standards in mathematics. This was our second 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. It is believed that math intervention provided during or after school will allow us to target and meet the needs of greater numbers of students.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1429.8	1443.5	1397.6	11
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				43

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			11
Grade 1	*	*			*	*	*	*	*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*			*	*	*	*	*
All Grades	15	34.88	11	25.58	*	*	*	*	43

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			11
Grade 1	*	*			*	*			*
Grade 2	*	*			*	*			*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*			*	*	*	*	*
All Grades	20	46.51	*	*	11	25.58	*	*	43

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			11
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3					*	*	*	*	*
Grade 4					*	*	*	*	*
Grade 5	*	*					*	*	*
All Grades	13	30.23	*	*	15	34.88	12	27.91	43

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			11
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	21	48.84	15	34.88	*	*	43

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	11
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*			*	*	*
Grade 3	*	*			*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	24	55.81	14	32.56	*	*	43

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			11
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*			*	*	*
Grade 3					*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	15	34.88	12	27.91	16	37.21	43

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	11
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
All Grades	15	34.88	19	44.19	*	*	43

Conclusions based on this data:

1. English Learners at Aspen are mainly Levels 4-5 with the majority as Level 4.
2. Strategies for reclassification should be based on students reaching proficient levels in reading and writing.

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:

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

SCHOOL GOAL #1:

Students in Grades K-5 will be proficient in Language Arts.

- 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.
- Identify and support all students in subgroups including English Learners, Special Education, and Economically Disadvantaged Students in order to become more proficient readers and writers as evidenced by district trimester benchmark assessments.
- 85% of all students in Kindergarten will meet or exceed reading results benchmarks by the end of the third trimester.
- 82% of all students in grades 1-2 will meet or exceed reading results benchmarks by the end of the third trimester.
- 80% of students in grades 3-5 will meet or exceed grade level standards on the Smarter Balanced Assessment (CAASPP)

Data Used to Form this Goal:

2017-2018 Summative CAASPP Data
District ELA Benchmark Assessments 2017-2018 grades K -5
Reading Results Grades K-3
Scholastic Reading Inventory Lexile Grades 1-5
2017-2018 Report Card Data
2017-2018 MTSS/ Intervention Data
2017-2018 California Dashboard Information

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.

How the School will Evaluate the Progress of this Goal:

The Aspen Staff will evaluate the summative ELA CAASPP test data following the Spring 2019 testing.
 The Aspen Leadership Team will evaluate the report card data for the 2018-2019 school year.
 The Aspen staff will evaluate the benchmark data for the 2018-2019 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Plan and provide intervention for students struggling in English Language Arts	Ongoing School Year 2018-2019	Principal Leadership Team Site Council Teachers Academic Specialists	1.1.1 Implement the MTSS reading intervention program called "Target Time" with instruction provided by two credentialed teachers including progress monitoring a total of 10 hours weekly.	1000-1999: Certificated Personnel Salaries	OTRM	1250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.1.2 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: Triumph Learning- Support Coach comprehension and vocabulary for grades 1-5 Read Naturally SIPPS Moby Max for Language Arts Scholastic Reading Inventory/ Reading Counts and Starfall	4000-4999: Books And Supplies	OTRM	9000.00
			1.1.3 Provide support for Transitional Kindergarten 90 minutes daily during Language Arts	2000-2999: Classified Personnel Salaries	TPGR	3500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Support Professional Learning Communities (PLC) using Impact Team Model	Ongoing- every 8 weeks- Data Team Meets on: September 24, 2018 January 16, 2019 March 27, 2019 May 22, 2019 June of 2019	Principal Classroom Teachers Leadership Team MTSS Teachers	1.2.1 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 pre- and post- assessments to be used. 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 and form new student groups. Provide substitutes for teacher release. Annually: Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Make changes and or additions as needed.	0001-0999: Unrestricted: Locally Defined	OCBG	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>1.2.2 Provide teacher release for one on one reading results assessment and benchmark assessment, team collaboration and data sharing and analysis.</p> <p>1.2.3 Discuss, develop, and approve a bell schedule change for the 2019-2020 school year that will provide more Common Planning Time for teachers.</p>	1000-1999: Certificated Personnel Salaries	OCBG	3,000.00
1.3 Student and Staff will have access to technology	Ongoing School Year 2018-2019	Principal Site Tech Computer Specialist Tech Committee	1.3.1 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.	4000-4999: Books And Supplies	OPGR	1000.00
			Replace /repair/ maintain equipment and technology including copiers, scanners, fax machines, risograph, laminator, and printers,	5000-5999: Services And Other Operating Expenditures	003R	5000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>1.3.2 Students will attend weekly sessions in the computer lab in grades TK-5. Instruction will include computer skills as well as proficiency in writing and reading on computer-based formats</p>			
1.4 Plan and Provide Professional Development	Ongoing September 2018 - June 2019	Principal Teachers	<p>1.4.1 Leadership Team will meet to establish professional development needs</p>			
			<p>1.4.2 Teachers will be supported to participate in district offerings of professional development including but not limited to Impact Teams</p>			
			<p>1.4.3 Teachers will be supported to receive professional development outside CVUSD (VCOE, district-approved conferences and training)</p>	5000-5999: Services And Other Operating Expenditures	OCBG	1250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.4.4 Teachers and support staff will be provided with current educational research materials on best practices.	4000-4999: Books And Supplies	OCBG	250.00
1.5 Enrichment Opportunities	Ongoing School Year 2018-2019	Principal GATE Coordinator	1.3.1 The school will maintain a robust after school and lunch program for identified GATE students. 1.3.2 The school will partner with local vendors to provide vendor-based after-school enrichment programs for a fee.	4000-4999: Books And Supplies	OPGR	500.00
1.6 Curriculum Implementation	Ongoing School Year 2018-2019	Principal Leadership Team Teachers	1.4.1 All areas of the Language Arts program will be taught with fidelity with regular monitoring by principal. 1.4.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.4.3 All teachers will utilize required district benchmark assessments and input student results into the EADMs system.			
1.7 Specific instruction and intervention for English Learner, Special Education, and Economically Disadvantaged students giving them necessary skills for college and career readiness	Ongoing School Year 218-2019	Principal Leadership Team Academic Specialist	1.7.1 Students in target populations will receive priority to participate in intervention designed to increase reading and math skills.	2000-2999: Classified Personnel Salaries	OTRM	1200.00
			1.7.2 Students in target populations will participate in classroom based programs for navigating reading and writing exercises and understanding vocabulary.	1000-1999: Certificated Personnel Salaries	0860	1000.00
			1.7.2 Increase the number of minutes of students with IEPs in the general education setting during Language Arts to expose Special Education students to core curriculum in order to improve overall achievement.			

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
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. <ul style="list-style-type: none">• Identify and support all students in subgroups including English Learners, Special Education, and Economically Disadvantaged Students in order to become more proficient readers and writers as evidenced by district trimester benchmark assessments.• In grades K-5, 75% of all students will meet or exceed the standards on district trimester and end of the year benchmark assessments.• In grades 3-5, 75% of all students will meet or exceed grade level standards on the summative Mathematics CAASPP testing.
Data Used to Form this Goal:
District Math Benchmark Assessments from 2017- 2018 Report Card Data 2017-2018 Summative CAASPP data 2018-2018 California Dashboard Information 2017-2018

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 CAASPP testing indicates a decline in student performance with 53% of students in grades 3-5 meeting or exceeding standards. CAASPP 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:

The Aspen staff will evaluate the District Math Benchmark Assessment Data collected through EADMS during the 2018-2019 school year.

The Aspen staff will evaluate the Intervention Data collected during the 2018-2019 school year.

The Aspen staff will review CAASPP Performance Data following the Spring 2019 testing.

The Aspen Staff will review the Report Card Data for the 2018-2019 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Plan and Provide Professional Development	Ongoing School Year 2018-2019	Principal Leadership Team Teachers	<p>2.1.1 Leadership Team will meet to establish professional development needs in Math.</p> <p>2.1.2 Teachers will be supported to participate in district offerings of professional development in Math.</p> <p>2.1.3 Teachers will receive training in program related to data analysis in Math.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>2.1.4 Teachers will be supported to receive professional development outside CVUSD in Math (VCOE, district-approved conferences and training).</p> <p>2.1.5 Provide Professional Development opportunities in the areas of UDL and co-teaching.</p>	5800: Professional/Consulting Services And Operating Expenditures	OCBG	1500.00
2.2 Provide intervention to support struggling learners in Math.	Ongoing School Year 2018-2019	Principal Classroom Teachers Academic Specialists	<p>2.2.1 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, an after school intervention with included homework help may be provided 3 days a week.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.2.2 The school will provide access to research-based programs to be used for math intervention such as but not limited to: Moby Max Math Starfall Razz Kids Fasst Math i-pad Apps	4000-4999: Books And Supplies	OTRM	2500.00
			2.2.3 The school will provide an after school math intervention and homework help program provided 3 times/week for grades K-5.	1000-1999: Certificated Personnel Salaries	OTRM	3500.00
2.3 Support Professional Learning Communities	Ongoing School Year 2018-2019	Principal Leadership Team	2.3.1 Teachers will be provided with release time during the school day by grade level team in order to work within a PLC.	1000-1999: Certificated Personnel Salaries	OCBG	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.3.2 Teachers will be provided substitute release in order to: <ul style="list-style-type: none"> • Support implementation of district benchmark assessments • Review and analyze student data • Identify and replicate effective instructional practice • Plan and provide for differentiated support to meet the needs of diverse learners 	1000-1999: Certificated Personnel Salaries	OCBG	2500.00
			2.3.3 Discuss, develop, and approve a bell schedule change for the 2019-2020 school year that will provide more Common Planning Time for teachers.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Enrichment Opportunities	Ongoing School Year 2018-2019	Principal Leadership Team GATE Facilitator	<p>2.4.1 The school will maintain a robust after-school and lunch program for identified GATE students.</p> <p>2.4.2 The school will partner with local vendors to provide robust vendor-based after-school enrichment programs for a fee.</p>	4000-4999: Books And Supplies	OPGR	500.00
2.5 Curriculum Implementation	Ongoing School Year 2018-2018	Principal Leadership Team Teachers	<p>2.5.1 All areas of the math program will be taught with fidelity with regular monitoring by the principal.</p> <p>2.5.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.</p> <p>2.5.3 All teachers will utilize required district benchmark assessments.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.6 Specific Instruction for Special Education, English Learner, and Economically Disadvantaged students in necessary skills for college and career readiness	Ongoing School Year 2018-2019	Principal Leadership Team Academic Specialist	2.6.1 Students in target populations will receive priority to participate in intervention designed to increase math skills.	1000-1999: Certificated Personnel Salaries	OTRM	1200.00
			2.6.2 Students in target populations will participate in and classroom based programs for navigating math problem solving exercises and understanding academic vocabulary.	1000-1999: Certificated Personnel Salaries	0860	1500.00
			2.6.3 Increase the number of minutes of students with IEPs in the general education setting during Language Arts to expose Special Education students to core curriculum in order to improve overall achievement.			

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: Social Emotional Learning
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
SCHOOL GOAL #3:
Create a culture that fosters student connections throughout the entire school community and provides support for students through activities, connections, and social/emotional growth.
Data Used to Form this Goal:
LCAP Survey Data from 2017-2018 school year SSC discussion/feedback Staff Survey
Findings from the Analysis of this Data:
Overall, students are having positive interactions with school and feel positive about being at school. Aspen is committed to offering quality student activities and programs, including: academic programs, social/emotional growth opportunities, and extra-curricular opportunities for all students.
How the School will Evaluate the Progress of this Goal:
LCAP Survey results SSC discussion/feedback Staff Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Continue to develop a wide variety of activities to promote connections and school belonging at Aspen.	Ongoing School Year 2018-2019	Principal Leadership Team Academic Specialists	<p>Offer fee-based programs that promote activities and connections.</p> <p>Programs include but are not limited to: Band Choir Strings</p> <p>Support existing programs and implementation of new programs that promote activities and connections.</p> <p>Programs include but are not limited to: Art Studio Book Club Coding and Robotics Club Creation Station Dance Club Drama Club School Musical</p>	4000-4999: Books And Supplies	OPGR	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Support existing programs and implementation of new programs that promote activities and connections. Programs include but are not limited to: Art Studio Book Club Coding and Robotics Club Creation Station Dance Club Drama Club School Musical	4000-4999: Books And Supplies	Instruction	1500.00
			Support existing programs and implementation of new programs that promote inclusion in class and on campus. Abilities Awareness Friendship Club	4000-4999: Books And Supplies	Instruction	500.00
3.2 Continue implementation of GATE program including after school activities	Ongoing School Year 2018-2019	Principal GATE Teacher Advisor GATE DAC Representative	3.2.1 Create a variety of opportunities to enrich students who are GATE identified.	4000-4999: Books And Supplies	OPGR	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Principal Mentor Lunch will be implemented to create connections with students	Ongoing School Year 2018-2019	Principal Counselor Teachers	Students will be chosen to participate based on staff recommendations in lunch to create connections and to gather feedback about Aspen.			
3.4 Continue implementation of Social Emotional Learning programs in class and on campus	Ongoing School Year 2018-2019	Principal Teachers PFA	Implement a Mindfulness practice school-wide using announcements and curriculum shared with teachers.	None Specified	None Specified	0.00
			Provide Growth Mindset curriculum and materials for new teachers.	4000-4999: Books And Supplies	OPGR	250.00
			Provide professional development for teachers in the areas of Mindfulness and Growth Mindset.	None Specified	None Specified	0.00

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Communication/Collaboration with Parents and the Community
LEA/LCAP GOAL:
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
SCHOOL GOAL #4:
Communicate with all stakeholders and continue to develop and enhance partnerships with students, parents, and the community.
Data Used to Form this Goal:
LCAP Survey SSC Feedback/Discussion
Findings from the Analysis of this Data:
The ability to create more parent/community engagement opportunities will lead to more involved parents. Engaged and active parents are better able to support students and help them be successful at school.
How the School will Evaluate the Progress of this Goal:
LCAP Survey SSC Feedback/Discussions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Promote CVUSD parent education nights	June 2019	Principal	4.1.1 Promote district parent education nights that address relevant topics for parents.	None Specified	None Specified	0
4.2 Continue parent question/answer sessions through information in weekly newsletter and FAQ section on the school website	June 2019	Principal	4.2.1 Communicate with stakeholders through weekly newsletter and website.	None Specified	None Specified	0
			4.2.2 Communicate to parents the opportunities available for student learning activities and support. Information on safety and upcoming events will also be highlighted.	None Specified	None Specified	0
			4.2.3 Each teacher will create a Google Site which will have information about each class including but not limited to: daily schedule, homework, upcoming events, and resources.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4.2.4 Expand volunteer opportunities for community members using PFA volunteer system, newsletter, and PFA website.	None Specified	None Specified	0
4.3 Continue to enhance and develop means of communication.	June 2019	Principal PFA	Use various forms of media including but not limited to: Twitter, Facebook, School Website, email blasts, newsletters - for all stakeholders. Include translations for different languages spoken by families of Aspen.	None Specified	None Specified	0
4.4 Promote family and parent nights at Aspen (Back to School Night, ELAC, GATE and PFA meetings, Science Night, Open House, etc.) to encourage partnerships between parents and school staff.	June 2019	Principal Parent groups Staff	Use social media, newsletters and email blasts to promote family and parent nights.	None Specified	None Specified	0
4.5 Hold 5 ELAC meetings a year to communicate about the ELD program at Aspen, to provide supports/resources to parents and to celebrate English Learner successes.	June 2019	Principal DELAC Rep ELD Advisor Teachers	Hold ELAC Meetings to communicate with parents regarding the ELD program at Aspen.	4000-4999: Books And Supplies	EIA Funds	300.00
4.6 Provide academic and other resources to families with Special Needs, English Learner, and Economically Disadvantaged Students.			Student Council and PFA to create a community service project or "care-raiser" that will help support families in our community.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>Communicate to families about community resources that will support students.</p> <p>Conejo Closet Tutoring at Newbury Park Library Park Oaks Outreach Program Reading Program at Thousand Oaks Library</p>			

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #6

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language 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
Certificated Staff	August 2018 - June 2019		Salary and Benefits	1000-1999: Certificated Personnel Salaries	0860	2,253.60
Support Staff	August 2018 - June 2019		Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	15816.00
Professional Development	August 2018 - June 2019		Cost of teacher supplies, speakers, teacher release	5800: Professional/Consulting Services And Operating Expenditures	0860	500.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	7,500.00	2,500.00
OPGR	2,872.00	-878.00
OTRM	14,885.00	-3,765.00
OCBG	23,298.00	10,298.00
TPGR	3,360.00	-140.00
EIA Funds	2,400.00	2,100.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	5,000.00
0860	2,500.00
OPGR	3,750.00
OTRM	18,650.00
EIA Funds	300.00
Instruction	2,000.00
None Specified	0.00
OCBG	13,000.00
TPGR	3,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	1,500.00
1000-1999: Certificated Personnel Salaries	16,950.00
2000-2999: Classified Personnel Salaries	4,700.00
4000-4999: Books And Supplies	17,800.00
5000-5999: Services And Other Operating Expenditures	6,250.00
5800: Professional/Consulting Services And Operating	1,500.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	003R	5,000.00
1000-1999: Certificated Personnel Salaries	0860	2,500.00
4000-4999: Books And Supplies	OPGR	3,750.00
1000-1999: Certificated Personnel Salaries	OTRM	5,950.00
2000-2999: Classified Personnel Salaries	OTRM	1,200.00
4000-4999: Books And Supplies	OTRM	11,500.00
4000-4999: Books And Supplies	EIA Funds	300.00
4000-4999: Books And Supplies	Instruction	2,000.00
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	OCBG	1,500.00
1000-1999: Certificated Personnel Salaries	OCBG	8,500.00
4000-4999: Books And Supplies	OCBG	250.00
5000-5999: Services And Other Operating	OCBG	1,250.00
5800: Professional/Consulting Services And	OCBG	1,500.00
2000-2999: Classified Personnel Salaries	TPGR	3,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,450.00
Goal 2	16,200.00
Goal 3	3,750.00
Goal 4	300.00

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:

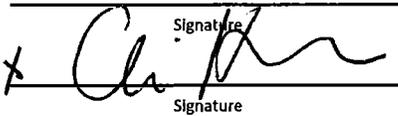
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mae Tietjen	X				
Heather Spohr				X	
Jill Nguyen				X	
Stephanie Traut				X	
Carrie Halvorsen				X	
Linda Kroenke				X	
Greg Stelle		X			
Diane Barrett		X			
Sue Miller		X			
Kerrie Mierop			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 School 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
X	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 January, 2019.

Attested:

<p>_____ Mae Tietjen Typed Name of School Principal</p>	<p> Signature of School Principal</p>	<p>_____ 1/29/19 Date</p>
<p>_____ Sue Miller Typed Name of SSC Chairperson</p>	<p> Signature of SSC Chairperson</p>	<p>_____ 1/29/19 Date</p>

Budget By Expenditures

Aspen Elementary School

Funding Source: 003R **\$7,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Replace /repair/ maintain equipment and technology including copiers, scanners, fax machines, risograph, laminator, and printers,	5000-5999: Services And Other Operating Expenditures	\$5,000.00	English Language Arts	1.3 Student and Staff will have access to technology

003R Total Expenditures: \$5,000.00

003R Allocation Balance: \$2,500.00

Funding Source: 0860 **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
1.7.2 Students in target populations will participate in classroom based programs for navigating reading and writing exercises and understanding vocabulary.	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Arts	1.7 Specific instruction and intervention for English Learner, Special Education, and Economically Disadvantaged students giving them necessary skills for college and career readiness
2.6.2 Students in target populations will participate in and classroom based programs for navigating math problem solving exercises and understanding academic vocabulary.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Mathematics	2.6 Specific Instruction for Special Education, English Learner, and Economically Disadvantaged students in necessary skills for college and career readiness

0860 Total Expenditures: \$2,500.00

0860 Allocation Balance: \$0.00

Aspen Elementary School

Funding Source: OPGR

\$2,872.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Support existing programs and implementation of new programs that promote activities and connections. Programs include but are not limited to: Art Studio Book Club Coding and Robotics Club Creation Station Dance Club Drama Club School Musical	4000-4999: Books And Supplies	\$1,000.00	Social Emotional Learning	3.1 Continue to develop a wide variety of activities to promote connections and school belonging at Aspen.
3.2.1 Create a variety of opportunities to enrich students who are GATE identified.	4000-4999: Books And Supplies	\$500.00	Social Emotional Learning	3.2 Continue implementation of GATE program including after school activities
1.3.1 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. Provide Growth Mindset curriculum and materials for new teachers.	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	1.3 Student and Staff will have access to technology
2.4.1 The school will maintain a robust after-school and lunch program for identified GATE students.	4000-4999: Books And Supplies	\$250.00	Social Emotional Learning	3.4 Continue implementation of Social Emotional Learning programs in class and on campus
2.4.1 The school will maintain a robust after-school and lunch program for identified GATE students.	4000-4999: Books And Supplies	\$500.00	Mathematics	2.4 Enrichment Opportunities
1.3.1 The school will maintain a robust after school and lunch program for identified GATE students.	4000-4999: Books And Supplies	\$500.00	English Language Arts	1.5 Enrichment Opportunities

Aspen Elementary School

OPGR Total Expenditures: \$3,750.00

OPGR Allocation Balance: (\$878.00)

Funding Source: OTRM

\$14,885.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.7.1 Students in target populations will receive priority to participate in intervention designed to increase reading and math skills.	2000-2999: Classified Personnel Salaries	\$1,200.00	English Language Arts	1.7 Specific instruction and intervention for English Learner, Special Education, and Economically Disadvantaged students giving them necessary skills for college and career readiness
1.1.1 Implement the MTSS reading intervention program called "Target Time" with instruction provided by two credentialed teachers including progress monitoring a total of 10 hours weekly.	1000-1999: Certificated Personnel Salaries	\$1,250.00	English Language Arts	1.1 Plan and provide intervention for students struggling in English Language Arts
1.1.2 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: Triumph Learning- Support Coach comprehension and vocabulary for grades 1-5 Read Naturally SIPPS Moby Max for Language Arts Scholastic Reading Inventory/ Reading Counts and Starfall	4000-4999: Books And Supplies	\$9,000.00	English Language Arts	1.1 Plan and provide intervention for students struggling in English Language Arts
2.6.1 Students in target populations will receive priority to participate in intervention designed to increase math skills.	1000-1999: Certificated Personnel Salaries	\$1,200.00	Mathematics	2.6 Specific Instruction for Special Education, English Learner, and Economically Disadvantaged students in necessary skills for college and career readiness

Aspen Elementary School

2.2.2 The school will provide access to research-based programs to be used for math intervention such as but not limited to: Moby Max Math Starfall Razz Kids Fasst Math i-pad Apps	4000-4999: Books And Supplies	\$2,500.00	Mathematics	2.2 Provide intervention to support struggling learners in Math.
2.2.3 The school will provide an after school math intervention and homework help program provided 3 times/week for grades K-5.	1000-1999: Certificated Personnel Salaries	\$3,500.00	Mathematics	2.2 Provide intervention to support struggling learners in Math.

OTRM Total Expenditures: \$18,650.00

OTRM Allocation Balance: (\$3,765.00)

Funding Source: EIA Funds

\$2,400.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Hold ELAC Meetings to communicate with parents regarding the ELD program at Aspen.	4000-4999: Books And Supplies	\$300.00	Communication/Collaboration with Parents and the Community	4.5 Hold 5 ELAC meetings a year to communicate about the ELD program at Aspen, to provide supports/resources to parents and to celebrate English Learner successes.

EIA Funds Total Expenditures: \$300.00

EIA Funds Allocation Balance: \$2,100.00

Funding Source: Instruction

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Aspen Elementary School

Support existing programs and implementation of new programs that promote activities and connections.	4000-4999: Books And Supplies	\$1,500.00	Social Emotional Learning	3.1 Continue to develop a wide variety of activities to promote connections and school belonging at Aspen.
Programs include but are not limited to: Art Studio Book Club Coding and Robotics Club Creation Station Dance Club Drama Club School Musical				
Support existing programs and implementation of new programs that promote inclusion in class and on campus.	4000-4999: Books And Supplies	\$500.00	Social Emotional Learning	3.1 Continue to develop a wide variety of activities to promote connections and school belonging at Aspen.
Abilities Awareness Friendship Club				

Instruction Total Expenditures: \$2,000.00

Instruction Allocation Balance: \$0.00

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement a Mindfulness practice school-wide using announcements and curriculum shared with teachers.	None Specified	\$0.00	Social Emotional Learning	3.4 Continue implementation of Social Emotional Learning programs in class and on campus
Provide professional development for teachers in the areas of Mindfulness and Growth Mindset.	None Specified	\$0.00	Social Emotional Learning	3.4 Continue implementation of Social Emotional Learning programs in class and on campus
4.1.1 Promote district parent education nights that address relevant topics for parents.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	4.1 Promote CVUSD parent education nights
4.2.1 Communicate with stakeholders through weekly newsletter and website.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	4.2 Continue parent question/answer sessions through information in weekly newsletter and FAQ section on the school website

Aspen Elementary School

4.2.2 Communicate to parents the opportunities available for student learning activities and support. Information on safety and upcoming events will also be highlighted.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	4.2 Continue parent question/answer sessions through information in weekly newsletter and FAQ section on the school website
4.2.3 Each teacher will create a Google Site which will have information about each class including but not limited to: daily schedule, homework, upcoming events, and resources.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	4.2 Continue parent question/answer sessions through information in weekly newsletter and FAQ section on the school website
4.2.4 Expand volunteer opportunities for community members using PFA volunteer system, newsletter, and PFA website.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	4.2 Continue parent question/answer sessions through information in weekly newsletter and FAQ section on the school website
Use various forms of media including but not limited to: Twitter, Facebook, School Website, email blasts, newsletters - for all stakeholders.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	4.3 Continue to enhance and develop means of communication.
Use social media, newsletters and email blasts to promote family and parent nights.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	4.4 Promote family and parent nights at Aspen (Back to School Night, ELAC, GATE and PFA meetings, Science Night, Open House, etc.) to encourage partnerships between parents and school staff.
None Specified Total Expenditures:		\$0.00		
None Specified Allocation Balance:		\$0.00		

Funding Source: OCBG

\$23,298.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
2.3.1 Teachers will be provided with release time during the school day by grade level team in order to work within a PLC.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Mathematics	2.3 Support Professional Learning Communities

Aspen Elementary School

<p>2.3.2 Teachers will be provided substitute release in order to: -Support implementation of district benchmark assessments -Review and analyze student data -Identify and replicate effective instructional practice -Plan and provide for differentiated support to meet the needs of diverse learners</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$2,500.00</p>	<p>Mathematics</p>	<p>2.3 Support Professional Learning Communities</p>
<p>2.1.4 Teachers will be supported to receive professional development outside CVUSD in Math (VCOE, district-approved conferences and training).</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>\$1,500.00</p>	<p>Mathematics</p>	<p>2.1 Plan and Provide Professional Development</p>
<p>1.2.1 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 pre- and post-assessments to be used.</p>	<p>0001-0999: Unrestricted: Locally Defined</p>	<p>\$1,500.00</p>	<p>English Language Arts</p>	<p>1.2 Support Professional Learning Communities (PLC) using Impact Team Model</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 and form new student groups. Provide substitutes for teacher release.</p>				
<p>Annually: Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Make changes and or additions as needed.</p>				
<p>1.2.2 Provide teacher release for one on one reading results assessment and benchmark assessment, team collaboration and data sharing and analysis.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$3,000.00</p>	<p>English Language Arts</p>	<p>1.2 Support Professional Learning Communities (PLC) using Impact Team Model</p>

Aspen Elementary School

1.4.3 Teachers will be supported to receive professional development outside CVUSD (VCOE, district-approved conferences and training)	5000-5999: Services And Other Operating Expenditures	\$1,250.00	English Language Arts	1.4 Plan and Provide Professional Development
1.4.4 Teachers and support staff will be provided with current educational research materials on best practices.	4000-4999: Books And Supplies	\$250.00	English Language Arts	1.4 Plan and Provide Professional Development

OCBG Total Expenditures: \$13,000.00

OCBG Allocation Balance: \$10,298.00

Funding Source: TPGR

\$3,360.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.1.3 Provide support for Transitional Kindergarten 90 minutes daily during Language Arts	2000-2999: Classified Personnel Salaries	\$3,500.00	English Language Arts	1.1 Plan and provide intervention for students struggling in English Language Arts

TPGR Total Expenditures: \$3,500.00

TPGR Allocation Balance: (\$140.00)

Aspen Elementary School Total Expenditures: \$48,700.00