School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Aspen Elementary School	56 73759 6055859	August 30, 2023	October 4, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

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

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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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).

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.
83% of parents/guardians reported that their student(s) seem eager to attend school each day.
85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.
86% of parents/guardians reported that their student's school was physically safe.
92% of parents/guardians reported that they are informed regarding their student(s) academic progress.
84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.
93% of parents/guardians reported that teachers and staff treat them respectfully.
98% of elementary students reported they feel their teachers care about them.
93% of elementary students reported that their school is inclusive.
90% of middle and high school students reported feeling their teachers care about them.
89% of middle and high school students reported that their counselors care about them.
79% of middle and high school students reported feeling their school is an inclusive environment that values all people.
73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.
91% of staff reported that working for CVUSD is a positive experience.
87% of staff reported that they are comfortable discussing workplace issues with their supervisors.
92% of school site staff reported that students feel at school.
83% of school site staff reported that students are engaged and motivated.
95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected on and off schedule teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD

continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Reading Inventory that generates a Lexile score , trimester writing assessments, unit tests, theme tests, and teacher-created unit and 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: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use a Lexile test, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the standards and curricula for each subject.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

n addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly compared to same age peers in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area MTSS, SEL, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessments, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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

CVUSD 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.

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

CVUSD TK-5 teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

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

All CVUSD 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 as well as supplemental materials and out of level materials when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, general education and special education teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants and Imagine Learning designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading and IXL Math. Elementary Academic Specialists support and provide small group instruction for students needing support in identified areas.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Using the UDL framework, teachers consider students needs for engagement, representation and action and engagement. 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 underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, Science of Reading and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

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 School has an active Parent Faculty Association (PFA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Aspen Elementary School's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Faculty Association (PFA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Aspen Elementary School's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

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

Categorical Funds in CVUSD:
Title III/EIA funds are used to provide additional support and technology in the classroom.
Title II/EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.
LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.
See goals and budget pages as part of SPSA

Fiscal support (EPC)

The site receives federal funding in the form of Title III and Title II. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Aspen Elementary administration collected and organized multiple sources of student performance data including CAASPP, CVUSD Benchmarks, Grades, and SRI results. Aspen Elementary held multiple meetings and planning sessions in the 2022-2023 school year with the goal of representing as many stakeholders as possible in our updated SPSA Plan.

In December 2022, School Site Council met to review Trimester 1 benchmark data and discuss progress on current SPSA goals

In January 2022, Principal and teachers met to review Trimester 1 benchmark data and discuss progress on current SPSA goals

In March 2023, the School Site Council met including representation from our GATE, EL, and Special Education populations to review last year's goals and discuss possible budget priorities for the current school year. School Site Council met to review Trimester 2 benchmark data and discuss progress on current SPSA goals.

In May 2023, School Site Council met to discuss the new SPSA goals. School Site Council reviewed Trimester 2 benchmark data and progress on current SPSA goals.

On August 22, 2023, Principal and teachers met to review Trimester 3 benchmark data and discuss school site goals.

On August 30, 2023, School Site Council met to review Trimester 3 benchmark data and discuss progress on current SPSA goals. School Site Council discussed updated goals based upon current data. 2022-2023 SPSA action items were presented.

During the August 30, 2023 SSC meeting, school site council members spent time reviewing and finalizing the goal areas, benchmarks actions, and categorical budgets for the year.

Our stakeholders' ideals, concerns, and priorities for the 2022-2023 school year are represented in this final SPSA document, which was voted on and approved by Aspen's School Site Council on August 30, 2023.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	0.3%	0.31%	0.66%	1	1	2
Asian	8.0%	4.72%	3.61%	24	15	11
Filipino	2.3%	2.20%	2.95%	7	7	9
Hispanic/Latino	19.5%	22.96%	24.59%	59	73	75
Pacific Islander	0.3%	%	0.33%	1	0	1
White	59.6%	59.12%	58.03%	180	188	177
Multiple/No Response	9.9%	10.69%	9.84%	30	34	30
			Total Enrollment	302	318	305

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	35	60	59
Grade 1	65	44	40
Grade 2	34	59	48
Grade3	54	37	63
Grade 4	54	59	35
Grade 5	60	59	60
Total Enrollment	302	318	305

Conclusions based on this data:

1. Aspen's largest subgroup is white students, followed by Hispanic/Latino and Asian students.
2. Overall enrollment has decreased from the 2021-2022 school year but there is a slight increase from the 2020-2021 school year.
3. Our lowest enrollment is currently in the 4th grade which only required one 4th grade class this year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	31	32	32	10.3%	10.1%	10.5%
Fluent English Proficient (FEP)	17	13	12	5.6%	4.1%	3.9%
Reclassified Fluent English Proficient (RFEP)	7			22.6%		

Conclusions based on this data:

1. The percent of students reclassified to fluent English proficient slightly decreased from the 2021-2022 school year.
2. We will target the percentage (10.5%) of student who are ELs to help them reach academic benchmarks.
3. The number of students of students who are fluent English proficient has increased decreased from the 2021-2022 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	37	64	0	36	64	0	36	64	0.0	97.3	100.0
Grade 4	55	60	35	0	59	34	0	59	34	0.0	98.3	97.1
Grade 5	60	61	60	0	61	59	0	61	59	0.0	100.0	98.3
All Grades	170	158	159	0	156	157	0	156	157	0.0	98.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2454.	2437.		36.11	39.1		27.78	18.8		13.89	17.2		22.22	25
Grade 4		2537.	2513.		57.63	44.1		23.73	20.6		6.78	20.6		11.86	14.7
Grade 5		2533.	2573.		31.15	59.3		37.70	20.3		18.03	8.5		13.11	11.9
All Grades	N/A	N/A	N/A		42.31	47.8		30.13	19.7		12.82	14.6		14.74	17.8

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.56			55.56			13.89	
Grade 4		42.37			49.15			8.47	
Grade 5		19.67			68.85			11.48	
All Grades		30.77			58.33			10.90	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.78			55.56			16.67	
Grade 4		38.98			49.15			11.86	
Grade 5		26.23			55.74			18.03	
All Grades		31.41			53.21			15.38	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.44			72.22			8.33	
Grade 4		25.42			66.10			8.47	
Grade 5		16.39			75.41			8.20	
All Grades		20.51			71.15			8.33	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			55.56			19.44	
Grade 4		33.90			59.32			6.78	
Grade 5		24.59			63.93			11.48	
All Grades		28.21			60.26			11.54	

Conclusions based on this data:

1. Overall 67.5% of Aspen students in grades 3-5 taking this assessment met or exceeded ELA standards. Specifically, 57.9% of students in grade 3 met or exceeded standards; 64.7% of 4th graders met or exceeded standards; and 79.6% of 5th graders met or exceeded standards. Aspen's score decreased slightly in grades 3 and 4 and increased in grade 5. 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 technology based and common-core learning approach in the classroom and work to prepare students for this language intensive exam computerized exam.
2. With an overall 67.5% of Aspen students in grades 3-5 taking this assessment met or exceeded ELA standards, this leads to the conclusion 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 on the assessment has increased by 3%. These students continue 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
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	37	64	0	36	64	0	36	64	0.0	97.3	100.0
Grade 4	55	60	35	0	59	34	0	59	34	0.0	98.3	97.1
Grade 5	60	61	60	0	61	59	0	61	59	0.0	100.0	98.3
All Grades	170	158	159	0	156	157	0	156		0.0	98.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2465.	2470.		33.33	37.5		27.78	31.3		25.00	17.2		13.89	14.1
Grade 4		2554.	2519.		50.85	35.3		32.20	32.4		6.78	20.6		10.17	11.8
Grade 5		2518.	2571.		24.59	54.2		21.31	18.6		34.43	15.3		19.67	11.9
All Grades	N/A	N/A	N/A		36.54	43.3		26.92	26.8		21.79	17.2		14.74	12.7

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.22			47.22			5.56	
Grade 4		64.41			27.12			8.47	
Grade 5		26.23			45.90			27.87	
All Grades		45.51			39.10			15.38	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			63.89			11.11	
Grade 4		55.93			33.90			10.17	
Grade 5		21.31			52.46			26.23	
All Grades		35.26			48.08			16.67	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.67			44.44			13.89	
Grade 4		49.15			35.59			15.25	
Grade 5		27.87			55.74			16.39	
All Grades		39.10			45.51			15.38	

Conclusions based on this data:

1. Overall 70.2% of Aspen students in grades 3-5 taking this assessment met or exceeded Math standards. Specifically, 69% of students in grade 3 met or exceeded standards; 68% of 4th graders met or exceeded standards; and 73% of 5th graders met or exceeded standards. There is a noticeable increase 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 CAASPP testing, should also help improve student performance
2. Overall 70.2% of Aspen students in grades 3-5 taking this assessment met or exceeded Math standards 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 30% 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. There was a 2% decrease in students grades 3-5 who are not meeting expected standards in mathematics. The Common Core aligned mathematics curriculum, Go Math, places emphasis on math application, critical thinking, and problem solving. 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

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	4	7	9
1	*	*	*	*	*	*	*	*	*	7	6	5
2	*	*	*	*	*	*	*	*	*	6	6	7
3	*	*	*	*	*	*	*	*	*	*	4	7
4	*	*	*	*	*	*	*	*	*	5	*	2
5	*	*	*	*	*	*	*	*	*	4	*	2
All Grades										28	28	32

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	9
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2
All Grades	25.00	10.71		50.00	42.86		10.71	17.86		14.29	28.57		28	28	32

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	9
1	*	*		*	*		*	*		*	*		*	*	5
2	*	*		*	*		*	*		*	*		*	*	7
3	*	*		*	*		*	*		*	*		*	*	7
4	*	*		*	*		*	*		*	*		*	*	2
5	*	*		*	*		*	*		*	*		*	*	2
All Grades	57.14	25.00		28.57	35.71		0.00	14.29		14.29	25.00		28	28	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	9
1	*	*		*	*		*	*		*	*		*	*	5
2	*	*		*	*		*	*		*	*		*	*	7
3	*	*		*	*		*	*		*	*		*	*	7
4	*	*		*	*		*	*		*	*		*	*	2
5	*	*		*	*		*	*		*	*		*	*	2
All Grades	14.29	14.29		28.57	21.43		35.71	35.71		21.43	28.57		28	28	32

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	9
1	*	*		*	*		*	*		*	*	5
2	*	*		*	*		*	*		*	*	7
3	*	*		*	*		*	*		*	*	7
4	*	*		*	*		*	*		*	*	2
5	*	*		*	*		*	*		*	*	2
All Grades	50.00	17.86	21.9	39.29	64.29	50.0	10.71	17.86	28.1	28	28	32

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	57.14	28.57		32.14	50.00		10.71	21.43		28	28	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	25.00	10.71		46.43	57.14		28.57	32.14		28	28	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	14.29	17.86		57.14	53.57		28.57	28.57		28	28	

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 will continue to be based on students reaching proficient levels in reading and writing.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
318	**17.0**	**10.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Aspen Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	10.1
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	54	17.0
Students with Disabilities	53	16.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3
American Indian		
Asian	15	4.7
Filipino	7	2.2
Hispanic	73	23.0
Two or More Races	34	10.7
Pacific Islander		
White	188	59.1

Conclusions based on this data:

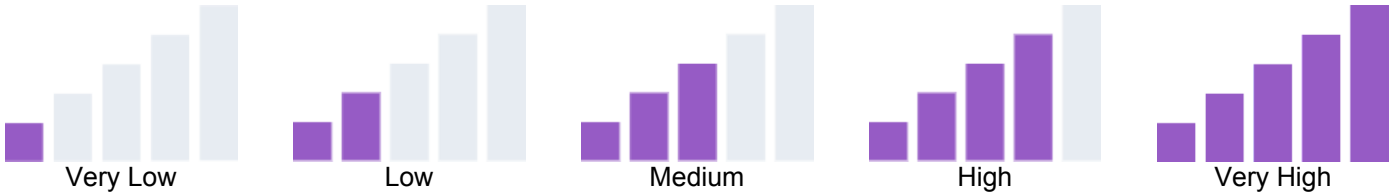
1. White, Hispanic/Latino, and Two or More Races are our highest groups by ethnicity.
2. SED makes up 17% of our student population so we should be designing learning and school experiences to address their needs.
3. The 32 EL students should be targeted for appropriate research based instruction and monitored for progress as a group. Interventions should be designed to assure they increase on ELPAC as appropriate.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: Medium	Suspension Rate: Very Low
Mathematics: High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. ELA and Mathematics scores are proving to stay at successful levels.
2. Improving student attendance will continue to be a goal for the school with specific focus on chronic absenteeism among student with disabiilites.

3. Suspension rates continue to remain low.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	2	0	0	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

High
42.9 points above standard
148 Students

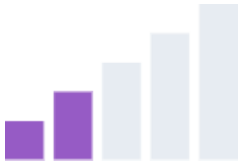
English Learners

No Performance Level
0.9 points above standard
18 Students

Foster Youth

Homeless

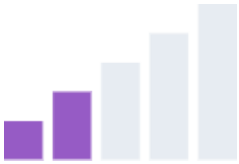
Socioeconomically Disadvantaged



Low
12.6 points below standard
30 Students

Students with Disabilities

No Performance Level
82.1 points below standard
27 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 10 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 15.5 points below standard 30 Students	No Performance Level 28.6 points above standard 17 Students	No Performance Level 0 Students	Very High 58.7 points above standard 89 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
8 Students	10 Students	48.9 points above standard 128 Students

Conclusions based on this data:

1. Overall, Aspen students continue to perform above the standard in English Language Arts with scores falling in the High range.
2. The performance of our English Learners has improved by 14.5% in English Language Arts over the last school year.
3. It is important that as a staff we recognize and address the decline in performance of the students in our socioeconomically disadvantaged and Hispanic subgroups which both fall in the Low range.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	2	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
32.3 points above standard	2.1 points below standard	
148 Students	18 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	No Performance Level
	22.3 points below standard	76.5 points below standard
	30 Students	27 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 10 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 20.3 points below standard 30 Students	No Performance Level 43.3 points above standard 17 Students	No Performance Level 0 Students	Very High 38.2 points above standard 89 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
8 Students	10 Students	35.8 points above standard 128 Students

Conclusions based on this data:

1. Overall, Aspen students continue to perform above the standard in Mathematics.
2. The performance of our Students with disabilities and English Learners increased in mathematics.
3. Although the performance of our Hispanic students is 20.3 points below the standard, these scores have increase by 13% over the last school year.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

20 making progress towards English language proficiency

Number of EL Students: 20 Students

Performance Level: No Performance Level

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
35.0%	45.0%	5.0%	15.0%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	3	1	0	1

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

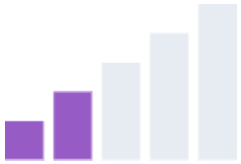
All Students

Medium

9.3% Chronically Absent

332 Students

English Learners



High

18.8% Chronically Absent

32 Students

Foster Youth

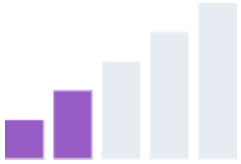
Homeless

No Performance Level

Less than 11 Students

1 Student

Socioeconomically Disadvantaged

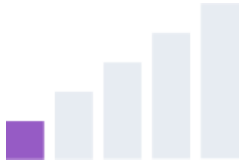


High

16.9% Chronically Absent

59 Students

Students with Disabilities



Very High

21% Chronically Absent

62 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		6.3% Chronically Absent	Less than 11 Students
3 Students		16 Students	8 Students

Hispanic	Two or More Races	Pacific Islander	White
High	Very Low	No Performance Level	Medium
16.2% Chronically Absent	0% Chronically Absent	Less than 11 Students	8.8% Chronically Absent
74 Students	36 Students	1 Student	194 Students

Conclusions based on this data:

1. Overall, Chronic Absenteeism has slightly increased moving Aspen in the Medium range.
2. Chronic Absenteeism with our Students with Disabilities has increased to 21% placing this subgroup in the Very High range.
3. Chronic Absenteeism among our English Learners and Socioeconomically Disadvantaged students has increased to identify both subgroups in the High range.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

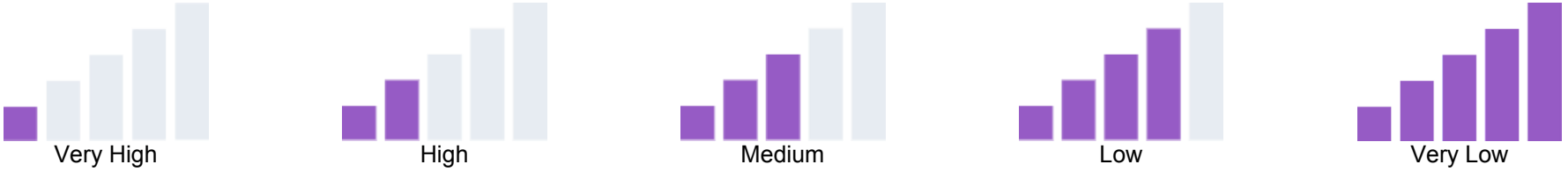
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	3	0	3

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0.3% suspended at least one day

336 Students

English Learners

Very Low

0% suspended at least one day

33 Students

Foster Youth

Homeless

No Performance Level

Less than 11 Students

2 Students

Socioeconomically Disadvantaged

Medium

1.7% suspended at least one day

60 Students

Students with Disabilities

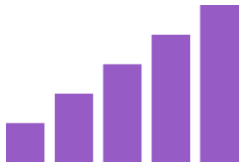
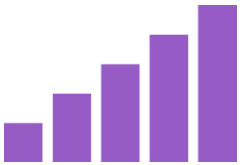
Medium

1.6% suspended at least one day

64 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% suspended at least one day	Less than 11 Students
3 Students		18 Students	8 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	Very Low	No Performance Level	Very Low
1.3% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
76 Students	36 Students	1 Student	194 Students

Conclusions based on this data:

1. Overall, the suspension rate at Aspen maintained at 0.3% in the Very Low range
2. Alternative approaches to student discipline will continue to be utilized to reduce loss of instruction and time spent out of the classroom
3. Student with Disabilities, Hispanic students, and Socioeconomically Disadvtantged student suspensions fall in the Medium range. Tier II and Tier III inventions and restorative practices will be utilized to address student behavior and discipline for all students but especially students in these three subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Implement targeted actions that support positive student outcomes with academic achievement for all students

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--------

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Goal 1

1. All general education, students with disabilities (SWD), English Learners (EL), and Socio-Economically Disadvantaged (SED) in grades TK - 5 will demonstrate a 3% increase and/or maintain 85% or higher in ELA as measured by District Benchmarks.

2. All general education, students with disabilities (SWD), English Learners (EL), and Socio-Economically Disadvantaged (SED) in grades TK - 5 will demonstrate a 3% increase and/or maintain 85% or higher in math as measured by District Benchmarks.

3. All 3rd-5th grade students will meet or exceed standards in English Language Arts on the CAASPP test. Students in specific student groups (students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), and Gifted and Talented Education (GATE) will score within 10 percentage points of students overall.

4. All 3rd-5th grade students will meet or exceed standards in Math on the CAASPP test. Students in specific student groups (students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), and Gifted and Talented Education (GATE) will score within 10% of students overall.

5. 3rd-5th grade students will perform within the expected grade-level Lexile band, as measured by Scholastic Reading Inventory (SRI).

Identified Need

Aspen Elementary has a variability in performance overall and target student groups including SWD, EL, and SED. The most recent data from 2022-2023 indicated that on average 82% of students in grades TK - 5 Met or Exceeded standards in ELA and on average 86% of students in grades TK - 5 Met or Exceeded standards in Math as based on CVUSD benchmarks. Additionally, the most recent data from the 2022-2023 CASSPP indicates that 71% of students met or exceed standards in ELA and 63% met or exceed standard in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Benchmarks for ALL Students (SWD, EL, SED, GATE)	2022-2023 ELA Benchmarks- Meet or Exceed Standards TK/Kindergarten - 86% 1st Grade - 78% 2nd Grade -87% 3rd Grade - 79% 4th Grade - 84% 5th Grade - 75%	2023-2024 ELA Benchmarks- Meet or Exceed Standards TK/Kindergarten - 89% 1st Grade - 81% 2nd Grade - 90% 3rd Grade -82% 4th Grade - 87% 5th Grade - 78%
Math Benchmarks for ALL Students (SWD, EL, SED, GATE)	2022-2023 Math Benchmarks- Meet or Exceed Standards TK/Kindergarten - 95% 1st Grade - 80% 2nd Grade - 89% 3rd Grade - 86% 4th Grade - 87% 5th Grade - 76%	2023-2024 Math Benchmarks- Meet or Exceed Standards TK/Kindergarten - 98% 1st Grade - 85% 2nd Grade - 92% 3rd Grade - 89% 4th Grade - 90% 5th Grade - 79%
CAASPP Scores ELA for ALL Students (SWD, EL, SED, GATE)	2022 - 2023 CAASPP ELA 3rd Grade- 58% 4th Grade- 65% 5th Grade- 80%	2023 - 2024 CAASPP ELA 3rd Grade- 65% 4th Grade- 70% 5th Grade-85%
CAASPP Scores Math for ALL Students (SWD, EL, SED, GATE)	2022 - 2023 CAASPP Math- Meet or Exceed 3rd Grade-69% 4th Grade-68% 5th Grade- 73%	2023 - 2024 CAASPP Math- Meet or Exceed 3rd Grade- 74% 4th Grade- 73% 5th Grade- 78%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-5th Scholastic Reading Inventory (SRI) scores	3rd grade: 88%, 4th grade: 69%, and 5th grade: 81% in June of 2023	3rd grade: 93%, 4th grade: 74%, and 5th grade: 86% by June of 2024

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELA and Math Intervention Program for grades K-5, including Target Time 3 x weekly for all students in grades 1-5. Students will be placed by teachers into targeted small groups based on data collected. Each trimester, assessment data will be analyzed and groups adjusted. Target Time groups will range from skills-based remediation to ELA and Math enrichment.	August 2023-June 2024	Grade Level Teachers Certificated Academic Specialists Principal	An academic specialist will collect initial data in grades 1-5 in phonics, reading accuracy, fluency, and comprehension using Lexia, SIPPS, and Support Coach. The specialist will receive training in assessments and intervention curriculum. The specialist will participate in Target Time group formation 3 x per year. They will also perform 1-on-1 assessment of each 3rd-5th grader in reading accuracy, fluency, and comprehension throughout the year for progress monitoring.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide Release Time and hire substitutes for Grade Level Teachers to meet with Principal and Academic Specialists each trimester to form appropriate Target Time groups based on assessment data.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	4720
			Dedicate school-wide PLC time 4 x yearly to analyze ELA and Math assessment data (CVUSD benchmarks, as well as MTSS/Target Time progress--including special populations.	None Specified	None Specified	0
			Disaggregate benchmark data based on special populations (English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged) to guard against an achievement gap.	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
			An academic specialist and the classroom teachers will provide direct instruction to students in Target Time 3 times per week. Students will be expected to access the intervention program independently 2 other times per week providing them with 4 days of intervention.	None Specified	None Specified	0
			Release Time for TK-3rd grade teachers to administer 1-on-1 benchmark assessments at the end of each trimester.	1000-1999: Certificated Personnel Salaries	0010	4000
			Utilize CAASPP ELA and Math Interim and Focus Assessments in small groups as an instructional tool to prepare for SBAC state testing, grades 3-5. Ensure all students, including those in EL, SWD, and SED populations, understand SBAC tools to fully demonstrating their learning.	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
All students will have regular use of digital software designed to build reading, language, math skills at their instructional level. Students will also increase their digital fluency through direct instruction in SeeSaw (K-2) and Canvas (3-5).	August 2023-June 2024	Classroom Teachers Computer Specialist Computer Technician Principal	Students will have use of grade-level appropriate computer programs, including Canvas Applications, Lexia, Reading Eggs, Math Seeds, Reading Counts, SRI, Epic, Read Naturally, Wonders, Wonder Works, Imagine Learning, ReadWorks, Smarty Ants, Razz Kids, IXL and Brain Pop.	0001-0999: Unrestricted: Locally Defined	0TRM	5486
			Primary Grade teachers will use SeeSaw to support ELA instruction	None Specified	None Specified	0
			Upper grade teachers will use Canvas and to support their ELA instruction.	None Specified	None Specified	0
			Students and teachers will have access to Canvas Applications to enhance instruction and learning.	None Specified	None Specified	0
			Teachers will facilitate the use of Lexia and Smarty Ants for identified EL learners.	None Specified	None Specified	0
			Use of online program Alexandria to access grade-level or reading level appropriate material for students through our School Library.	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
Support teachers with Professional Learning opportunities and in Professional Learning Teams.	August 2023-June 2024	Principal Aspen Leadership Team Aspen Teachers	Teachers will work with Principal, School Psychologist, and District Special Education staff to provide strategies and implement techniques for inclusion of students with disabilities in a General education setting.	None Specified	None Specified	0
			TK-5th grade teachers will work in data teams with Principal to disaggregate benchmark data each trimester in PLTs. These teams will develop specific criteria for a student's placement in an intervention group.	None Specified	None Specified	0
			3rd – 5th grade teachers will work with Assistant Director, Educational Technology and Student Performance during staff meetings or PLTs to understand areas of the CAASPP test to focus on targets and claims data in PLTs.	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
			Teachers will work with ELD Facilitator and/or ELD Advisor to support students in extending vocabulary, provide resources to help students understand English language based on students' culture, identify programs that may help provide academic, social and emotional support to students and families	None Specified	None Specified	0
			Teachers will work with CVUSD Technology TOSA to incorporate technology strategies into instruction.	None Specified	None Specified	0.00
			Provide teacher release for one on one reading results assessment and benchmark assessment, team collaboration and data sharing and analysis.	1000-1999: Certificated Personnel Salaries	0010	3000
			All teachers will participate in professional development on technology programs such as: Canvas,SeeSaw, Wonders, and Lexia to enhance instruction.	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
			Teachers will participate in ongoing professional development in the area of Universal Design for Learning to implement inclusive teaching and learning strategies.	None Specified	None Specified	0
			Teachers will participate in ongoing professional development for Wonders Curriculum	None Specified	None Specified	0
Books, supplies, technology, copier lease, teacher budgets, adoption support materials & operating costs to support the instructional program for all students	August 2023-June 2024	Teachers Principal	Materials to support the instructional program for all learners	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	3000
			Purchase technology to promote math skills and enrichment, including microphones used for instruction, headphones, stylus' for Chromebooks, mouse for Chromebooks, iPads.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	3000
Purchase print materials and other supplies to support instruction and intervention and enrichment in ELA and Math.	August 2023-June 2024	Principal Classroom Teachers Academic Specialists	Print materials to support instruction and intervention such as Handwriting without Tears, Quick Words, Cursive, and enrichment activities, including SIPPS, Read Naturally, and Support Coach.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	3000
			Supplies needed to effectively run intervention and enrichment programs	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional supports for beginning English Language Learners.	August 2023-June 2024	Classroom Teachers Computer Specialist Academic Specialists Bilingual Facilitator	Teachers will ensure that students in grades 1-5 with ELPAC levels Emerging and Beginning- Expanding use Rosetta Stone computer program at the rate recommended by district EL Services. They will provide access in their classrooms.	None Specified	None Specified	0
			Provide an academic specialist to help beginning EL students access content area instruction in the classroom.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1280
			Budget for additional materials needed during designated ELD instruction.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	2000
			Run progress monitoring reports for Rosetta Stone, Imagine Learning, Smarty Ants, and Lexia bi-weekly to monitor participation and progress.	None Specified	None Specified	0
Ensure all students are learning in the Least Restrictive Environment.	August 2023-June 2024	Principal Classroom Teachers School Psychologist Special Education Teacher Speech and Language Pathologist	Maintain the current LRE statistics of 100% of students with disabilities properly placed.	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
			Utilize the Special Education Teacher and the Speech & Language Pathologist to provide high-level interventions to support students as they work on IEP goals.	None Specified	None Specified	0
			Provide ongoing professional development for general education teachers in Inclusion Strategies.	None Specified	None Specified	0
			Special Education teachers will continuously review IEP goal data, evaluate implementation services, and measure goal progress to ensure that student with disabilities are accessing their education and targeted intervention in their LRE.	None Specified	None Specified	
Academic Specialist Support for Transitional Kindergarten	August 2023-June 2024	Principal TK Teacher Academic Specialist	An academic specialist will assist in TK to support ELA and Math skill development	2000-2999: Classified Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate UDL Strategies to address instructional barriers for ALL students.	August 2023-June 2024	Teachers Principal	Focused lessons on identified targeted areas of improvement in ELA and math through UDL to ensure access to accommodate and differentiate for student individual learning differences	None Specified	None Specified	0
UDL/DEI/SEL Professional Development	August 2023-June 2024	Teachers Principal	All teachers participated in a professional learning day focused on DEI and UDL with a action plan focused on academic and SEL learning.	None Specified	None Specified	0
			Ongoing professional development rooted in the intersection of UDL/DEI/SEL at staff meetings.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This goal was implemented during the 2022-2023 school year. For the 2023-2024 school year, the goal continues to be inclusive of multiple ELA and Math data targets. Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals

should remain consistent with small adjustments being made to targeted growth in numbers order to allow for adequate and continued progress on this important school goal.

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

Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth and budget expenditures reflect current allocation of funds for the 2023-2024 school year.

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

Our overall goal remains unchanged, but we have adjusted the metrics we will use to measure outcomes. This year's goals will continue to be measurable to be able to substantiate growth using CAASPP Scores and CVUSD Benchmarks.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Implement targeted actions that support positive student outcomes for Students With Disabilities

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that 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

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 2

1. SWD in grades 3-5 will increase their CAASPP test scores in ELA to increase the number of of SWD meeting or exceeding standards.

2. SWD in grades 3-5 will increase their CAASPP test scores in Math to increase the number of of SWD meeting or exceeding standards.

3. SWD in grades TK - 5 will demonstrate a 5% increase or maintain 80% or higher in ELA as measured by District Benchmarks

4. SWD in grades TK - 5 will demonstrate a 5% increase or maintain 80% or higher in math as measured by District Benchmarks.

5. Increase the Least Restrictive Environment (LRE) number of SWD spending 80% or more of their day in general education classes.

6. Decrease the percentage of SWD that are chronically absent during the 2023-204 school year.

Identified Need

Aspen Elementary has a variability in performance overall for SWD. The most recent data from 2022-2023 indicated that on average 57% of SWD in grades TK - 5 met or exceeded standard in ELA and on average 67% of students in grades TK - 5 met or exceeded

standards in Math as based on CVUSD benchmarks. Additionally, the most recent data from the 2022-2023 CASSPP indicates that 12% of SWD met or exceed standards in ELA and 27% of SWD met or exceed standard in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWD in grades 3-5 CAASPP test scores in ELA	2022 - 2023 CAASPP ELA- Meet or Exceed 3rd Grade-0% 4th Grade-29% 5th Grade-25 %	2023- 2024 CAASPP ELA- Meet or Exceed 3rd Grade-25% 4th Grade-34% 5th Grade- 30%
SWD in grades 3-5 will increase their CAASPP test scores in Math	2022 - 2023 CAASPP Math- Meet or Exceed 3rd Grade-11% 4th Grade-38% 5th Grade- 13 %	2023 - 2024 CAASPP Math- Meet or Exceed 3rd Grade-25% 4th Grade- 43% 5th Grade-25 %
Least Restrictive Environment (LRE).	2022-2023 Least Restrictive Environment (SWD spending 80% or more of the school day in general education classes) is 46%	2023-2024 Least Restrictive Environment (SWD spending 80% or more of the school day in general education classes) is 52%
ELA Benchmarks for SWD Students	2022-2023 ELA Benchmarks- Meet or Exceed TK/K - 68% 1st Grade - 40% 2nd Grade - 57% 3rd Grade - 37% 4th Grade - 76% 5th Grade -64 %	2022-2023 ELA Benchmarks- Meet or Exceed TK/K - 73% 1st Grade - 45% 2nd Grade - 62% 3rd Grade - 42% 4th Grade - 81% 5th Grade -69 %
Math Benchmarks for SWD Students	2022-2023 Math Benchmarks- Meet or Exceed TK/K - 80% 1st Grade - 42% 2nd Grade - 66%	2023-2024 Math Benchmarks- Meet or Exceed TK/K - 85% 1st Grade - 49% 2nd Grade - 71%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd Grade - 52% 4th Grade - 82% 5th Grade - 79%	3rd Grade - 57% 4th Grade - 87% 5th Grade - 84%
Chromic Absenteeism for SWD	2022-2023 Chronic Absenteeism rate for SWD 14%	2023-2024 Chronic Absenteeism rate for SWD 9% or lower

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review all students with 504's or IEP's to ensure students are accessing the general education setting as much as appropriate.	August 2023-June 2024	Principal Special Education Teachers	Special education teachers meeting with administration to discuss placement.	None Specified	None Specified	0
			Upper grade teachers will use Canvas to support their math instruction.	None Specified	None Specified	0
SWD will be provided supports to access the general education setting to support LRE through instructional assistance.	August 2023-June 2024	Principal Teachers Paraeducators	Maintain the current LRE statistics of 100% of students with disabilities properly placed.	None Specified	None Specified	0
			Utilize the Special Education Teacher and the Speech & Language Pathologist for high-level intervention to support students with disabilities as they work on IEP goals	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
			Provide ongoing professional development for general education teachers focus on implementation of Inclusive practices.	None Specified	None Specified	0
Incorporate UDL strategies to break down barriers for SWD students.	August 2023-June 2024	Principal Teachers	Focused lessons on identified targeted areas of improvement in ELA and math through UDL to ensure access to accommodate for student individual learning differences	None Specified	None Specified	0
			Implement UDL walkthroughs complete by teachers and principal. Findings from the walkthroughs will be reviewed and discussed during PLTs.	None Specified	None Specified	0
			Release time for teachers to complete UDL walkthroughs and post-walkthrough debrief meetings.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	3992
Provide identified SWD or 504 students, as per Assistive Technology need, with necessary devices or apps	August 2023-June 2024	Principal Computer Site Technician	Purchase and provide necessary assistive technology and apps	4000-4999: Books And Supplies	0TRM	2,000
Co-Teaching Classes in Kindergarten and First Grade	August 2023-June 2024	Principal Special Education Staff Teachers	Implement co-teaching class for one Kindergarten by including SWD in total class enrollment.	None Specified	None Specified	0
			Materials needed to support program	4000-4999: Books And Supplies	0TRM	1664

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Co-Teaching Professional Development	August 2023-June 2024	Principal Teachers District Inclusion TOSA	Teachers will work with Principal, school psychologist, and Inclusion TOSA to continue to implement strategies and techniques for inclusion of students with disabilities in General Education setting	None Specified	None Specified	0
			Provide/locate professional development focused on co-teaching	5000-5999: Services And Other Operating Expenditures	4EEF	500
			Teachers will participate in ongoing professional development in the area of Universal Design for Learning to implement inclusive teaching and learning strategies.	None Specified	None Specified	0
			Teachers will participate in ongoing professional development in the area of Diversity, Equity, and Inclusion to implement inclusive teaching and learning strategies.	None Specified	None Specified	0
Provide release days for Co-Teaching planning and analysis	August 2023-June 2024	Principal Teachers District Inclusion TOSA	Provide co-teaching teachers release days for team collaboration and data sharing and analysis.	1000-1999: Certificated Personnel Salaries	0TRM	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Principal will attend SEDAC meetings and collaborate with SEDAC rep	August 2023-June 2024	Principal	Attend monthly SEDAC meetings and report back information to teachers and staff.	None Specified	None Specified	
ATSI actions to decrease chronic absenteeism of students with disabilities	August 2023-June 2024	Principal Attendance Clerk Special Education Staff Teachers	Action meant to reduce chronic absenteeism rates of SWD in accordance with ATSI by confirming contact information for parents/guardians to ensure that direct lines of communication are well established	None Specified	None Specified	0
			Action meant to reduce chronic absenteeism rates of SWD in accordance with ATSI by stressing the importance of regular, on-time attendance in weekly newsletter and regular communication from classroom teacher.	None Specified	None Specified	0
			Action meant to reduce chronic absenteeism rates of SWD in accordance with ATSI by making personal phone calls, home visits for students displaying patterns of increased absences	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
			Action meant to reduce chronic absenteeism rates of SWD in accordance with ATSI by establish bus transportation for students that are eligible per their IEP.	None Specified	None Specified	0
			Action meant to reduce chronic absenteeism rates of SWD in accordance with ATSI by implementing an incentive program for students for consistent attendance on weekly, monthly, and trimester basis.	4000-4999: Books And Supplies	0010	1500
			Action meant to reduce chronic absenteeism rates of SWD in accordance with ATSI by addressing student attendance in IEP meetings with targeted goals to increase and maintain consistent attendance,	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This goal was implemented during the 2022-2023 school year. For the 2023-2024 school year, the goal continues to be inclusive of multiple targets for students with disabilities. Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth in numbers order to allow for adequate and continued progress on this important school goal.

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

Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth and budget expenditures reflect current allocation of funds for the 2023-2024 school year. This goal in the 2023-2024 SPSA includes additional metrics and funds to regularly assess the chronic absenteeism rates of Students with Disabilities as required by ATSI.

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

This goal in the 2023-2024 SPSA includes additional, new actions meant to decrease the chronic absenteeism rates of Students with Disabilities as required by ATSI. These additional, new actions include increased parent engagement and communication specifically focused on regular attendance, IEP goals and services to support increase attendance, and implementation of an incentive program to decrease the chronic absenteeism rates of Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Implement targeted actions that support social, emotional, and physical well being for all students.

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 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 3

Create a culture that fosters student connections throughout the entire school community and provides support for students through academic and artistic activities, connections, and social/emotional growth with the intention of maximizing student potential.

Identified Need

Academic enrichment opportunities, as well as meaningful exposure to the arts, technology, and social-emotional learning are a part of our vision to provide equity for all students. Each opportunity is designed to level the playing field for students who do not come to school with the same amount of background experience in these areas. We also believe that all students deserve enriched learning experiences in order to develop as well-rounded citizens who can think deeply and make a positive contribution to their community. Our goal for 2023-24 is to maintain our high parent confidence rate and continue to boost enrichment offerings for all students. Based on overall student needs in our community, we are committed to widening our instruction in social-emotional skills for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Student Survey	86% of 4th-5th Grade students reported, "I like being at school". 84% of 4th-5th Grade students reported, "I can stay focused on my school work".	95% agreeable in all areas of the Student LCAP Survey

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	56% of 4th-5th Grade students reported, "My class is busy and does not waste my time".	
Students participating in additional arts activities	In 2022-23, all students received monthly art instruction from a credentialed art teacher, weekly dance classes, and participated in a grade level performance	In 2023-2024, we will formalize the visual arts program for grades K-5th grade working to integrate visual arts into the curriculum. 100% of students will be provide weekly dance instruction and monthly art instruction to provide students exposure to visual arts, performing arts, and technical arts.
Discipline records	In 2022-23, our suspension rate was maintained at 0.3% of students.	In 2023-2024, we expect the suspension rate to continue to be maintained at 0% with the behavioral supports in place as well as direct instruction on SEL skills in every classroom. Our goal will be to maintain a blue designation on the Dashboard.
Robust schoolwide initiatives	Our baseline school-wide initiatives are Aspen ACES, CHAMPS, Abilities Awareness, and The Great Kindness Challenge.	In 2023-2024, we will maintain our current programs and reapply as a Certified Kindness School.
Continue to develop supports for Tier 2 and 3 behavioral issues	The school counselor, principal, school psychologist, and teachers strive to provide appropriate intervention but recognize the need for a more systematic, team approach with more resources.	By the end of 2023-24, we will implement a behavioral component to our student support team. The team will complete a behavioral analysis and determine immediate next steps for students displaying Tier 2 and 3 behavioral needs.
School Wide Implementation of Social Emotional Learning program	In 2022-2023, grade levels used SEL videos and lessons provided by elementary school counselors	100% of regular implementation of Sanford Harmony with lessons and supports provided by the teacher and elementary school counselor.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote outstanding student citizenship	August 2023-June 2024	Principal Aspen Teachers	Recognize students for outstanding/improving citizenship each trimester and annually with incentives including awards distributed during the Roadrunner Rally and rewards provided by PFA and the school.	4000-4999: Books And Supplies	0010	250
The school will continue the development of an Arts Focus by integrating visual, performing, and digital arts into the curriculum.	August 2023-June 2024	Principal AspenLeadership Team Specialist Teachers	Offer fee-based programs that promote activities and connections. Programs include but are not limited to band, choir, strings.	None Specified	None Specified	0
			Provide in-person dance class weekly to all students.	None Specified	None Specified	0
			Provide music, musical theatre, technical theatre, visual arts class through virtual instruction weekly to all students. Materials will be provided to students by the school.	None Specified	None Specified	0
			Provide students with the opportunity to incorporate technology into the Focus on the Arts program.	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
School-wide assemblies, training, and incentives for character development and positive behavior.	August 2023-June 2024	Principal Aspen Teachers School Counselor	Principal and Teachers will recognize students monthly at a school-wide Roadrunner Rally.	None Specified	None Specified	0
			Principal and teachers will directly teach kindness, how to stand up for others, and how to get help in potential bullying situations. Personnel will implement ideas from Kindness Campaign. Recognize Kindness Week in January and re-register as a Kindness Certified School for 2021-22.	None Specified	None Specified	0
			Recognize an anti-bullying campaign. Student Council and PFA will promote this event, planning activities for students to do in class and at lunchtime.	None Specified	None Specified	0
			Participate in Inclusive Schools Week, December 6-12, providing school-wide and classroom activities for all students to promote inclusivity, diversity, and kindness.	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
			Visuals on campus will support students' use of positive behavior strategies and problem-solving techniques, including ideas from CHAMPS and our Caught Being Good Program.	None Specified	None Specified	0
			Principal and attendance liaison run chronic absence reports every 2 weeks. Attention paid to significant populations (ELD, Hispanic, SED, SWD, and Homeless/foster). Parents notified with phone calls, Chronic Absence letters, and School Attendance Review Board (SARB) letters. School Attendance Review Team (SART) meetings held at site level to support parents and correct chronic absence issues in an attempt to avoid SARB. This is also addressed in the school newsletter.	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
			Purchase small, themed items as positive incentives to be used during Roadrunner Rallies, Inclusive Schools Week, Kindness Week, and Caught Being Good Weekly drawings.	4000-4999: Books And Supplies	0010	500
Literary Pro Reading Points Awards/Incentives	August 2023-June 2024	Principal Aspen Teachers Office Manager IMT	Students will be recognized in their efforts in Reading using Literary Pro Reading Points Awards and Incentives provided by Principal and Teachers including but not limited to classroom rewards, Principal luncheon, recognition at the Roadrunner Rally and on the Marquee.	4000-4999: Books And Supplies	0010	2000
Provide enrichment Opportunities for students during school hours	August 2023-June 2024	Principal Aspen Teachers Specialist Teachers Outside Providers	Support implementation of new programs that promote activities and connections. Programs include but are not limited to: IDEA Lab, Book Club, Coding and Robotics Club, Creation Stations, Dance Club, Fitness Club, Drama Club.	4000-4999: Books And Supplies	0010	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Creation Station will be offered as a recess option for students in grades 1-5. The club will be overseen by an academic specialist and/or the IMT.	4000-4999: Books And Supplies	0010	500
			Book Clubs is held throughout the year. Provide a budget to support activities pertaining to Book Club.	4000-4999: Books And Supplies	0010	250
			Encourage student-led clubs during lunch time. Students present their written plan to the principal before starting a club. Clubs must include all students who would like to participate.	None Specified	None Specified	0
			Provide a Lunch Bunch and Aspen ACES for students.	None Specified	None Specified	0
Direct Instruction in social-emotional skills	August 2023-June 2024	Principal Aspen Teachers PFA School Counselor	Support existing programs and implementation of new programs that promote social emotional learning and inclusion in class and on campus such as Friendship Club, Kindness Week, Red Ribbon Week, Inclusive Schools Week, Study Buddies.	4000-4999: Books And Supplies	0010	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Classroom teachers and School Counselors will use the Sanford Harmony Social-Emotional Learning curriculum and implement community circles in their classrooms to provide weekly lessons to students.	None Specified	None Specified	0
			School counselor, along with team from Fulcrum and classroom teachers, will work with all 5th grade classes on the STAND PROUD character program throughout the year.	None Specified	None Specified	0
			Principal and teachers will directly teach kindness, how to stand up for others, and how to get help in potential bullying situations. Personnel will implement ideas from CVUSD's Kindness Campaign.	None Specified	None Specified	0
			School counselor will work with individual classes on topics such as emotional regulation, calming strategies, and conflict resolution.	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
Direct Instruction in Art, Music, Physical Education, Theater and Dance during the school day	August 2023-June 2024	Art Teacher Music Specialist Dance/Theater Specialist Classroom Teachers	An academic specialist in dance will work with all TK- 5th grade students, merging VPA Dance state standards with grade level standards.	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7000
			Provide supplies and supplemental curriculum for the art, music, and dance enrichment programs, including materials for grade level musicals.	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1000
			Our credentialed art specialist instructs grades TK-5 in a variety of art skills, techniques and media. Art projects are focused on what students are learning in their grade level curriculum. Students also study the lives and techniques of famous artists.	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7,500
			An academic specialist in physical education will work with all TK- 5th grade students, merging physical education state standards with grade level standards.	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers as they support behavioral and social-emotional success	August 2023-June 2024	Principal Classroom Teachers School Counselor Professional Presenters	Professional Development to support social-emotional education goals and/or behavioral goals, including SEL conferences at the Ventura County Office of Education, staff meeting presentations by the school counselor, and professional development training in the Sanford Harmony SEL Program or Second Step Curriculum.	None Specified	None Specified	0
Promote a culture of Inclusion	August 2023-June 2024	Principal Teachers School Counselor PFA School Site Council	Recognize Inclusive Schools Week, December 6-12, with school-wide activities.	None Specified	None Specified	0
			Direct instruction in classrooms to foster understanding and appreciation of all people and their cultures, languages, and abilities.	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
			Ensure that all students with disabilities are learning in the Least Restrictive Environment and are fully included in general education classes. Utilize the Learning Center as a high-level intervention to support students as they work on IEP goals.	None Specified	None Specified	0
			Provide multiple means of engagement and equitable access for all school events and PFA events to ensure that every student can meaningfully participate.	None Specified	None Specified	0
			Implement classroom and schoolwide activities and lessons to recognize and acknowledge all groups and individuals including English Learners, students with disabilities, and Socioeconomically Disadvantage through integration of culturally diverse curriculum and instruction.	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
			Maintain Unified Champion School Standing by implemented the young athletes and unified sports program.	None Specified	None Specified	0
			Implement Circle of Friends program for students in grades 3-5. This program will implement a regular structured opportunity for SWD to develop meaningful friendships with same age peers.	4000-4999: Books And Supplies	0010	1500

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Goal 3 was implemented effectively in 2022-2023. Our school counselor continued to provide support for our students on campus offering social groups, counseling sessions individually and small group. Aspen continued to celebrate Inclusive Schools Week. CHAMPS supports were directly taught and visuals were posted around campus as reminders. Direct instruction in dance, art, and physical education were provided, and all grade levels performed a musical tied to an area of academic study. Teachers received professional development training in Trauma Informed Practices and Social-Emotional learning.

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

Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth and budget expenditures reflect current allocation of funds for the 2023-2024 school year.

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

Our overall goal is relatively similar with minimal changes, but we have adjusted the metrics we will use to measure outcomes. The changes to the goals include implementation of Circle of Friends and the ongoing standing as a Unified Champion School. These changes are designed to continue to promote a culture of inclusion and foster authentic and meaningful experiences for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive 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--------

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes----------

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Goal 4

Continue to grow parent involvement campus-wide, strengthening the home-school connection for all families with special consideration given to our significant student populations.

Identified Need

Parent satisfaction is an important factor in overall student performance. Parents reported wanting to learn more information on how to support their student academically, social/emotionally, and with attendance. 95% of Parents at Aspen will show overall Positive School Interactions. as evidenced by responses on district LCAP survey, EL Needs Assessment and SSC End of Year Survey. In 2022-2023, parents exercised leadership and service through three governing bodies on campus: PFA, School Site Council, and English Language Advisory Council. Our PFA is strong and is made up of highly committed parents who met their fundraising goals. PFA helped to fund PE, dance, art and music specialists, field trips, assemblies, and multiple community-building events. Our English Language Advisory Council met five times during the year, including a joint meeting with other Thousand Oaks Schools Finally, we recognize the need for clear, consistent communication with families to help them feel connected to school. We utilize a weekly digital newsletter, social media, an email blast system, and a digital marquee to convey information; however, we have also seen the importance of sending home paper notices to ensure that everyone is included, regardless of access to digital communication sources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	76% - Confident in helping child demonstrate appropriate self-control. 89% - Want to learn more about developing social awareness 83% - Want to learn more about internet safety 79% - Want to learn more about responsible decision making	95% Reporting
Increased number of volunteer hours	1,000 volunteer hours logged through PFA in 2022-2023	10% increase to 1,100 hours
Higher number of participants in parent stakeholder groups; better representation of significant populations	PFA meetings averaged 20 people in 2022-2023; ELAC averaged 1 parent; and School Site Council averaged10 people in attendance.	10% increase in attendance at each stakeholder group
Increase the amount of families contacted with communication methods	The weekly digital newsletter was viewed an average of 400 times per week as reported by Smore.com. The Aspen Facebook page has 3410 people who have "liked"; Aspen's Twitter feed has 256 followers. Based on post engagements, more family members follow Aspen's Facebook page rather than the Twitter feed. Our digital marquee is kept current and runs a display every weekday until 7:00 p.m. Aspen Instagram page has 355 current followers	10% increase in newsletter views in both English and Spanish; 10% increase in followers on social media

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote Parent education and information	August 2023-June 2024	Principal Aspen Teachers PFA Front Office Staff DELAC Representative ELD Advisor	Promote district parent education nights that address relevant topics for parents.	None Specified	None Specified	0
			Provide newsletters and webinars to the community on building self-control and internet safety for students.	None Specified	None Specified	0
			Promote family and parent nights at Aspen (Back to School Night, ELAC, GATE, and PFA meetings, Science Night, Open House, etc.) to encourage parent engagement.	None Specified	None Specified	0
			Hold five ELAC meetings a year to communicate about the ELD program at Aspen, to provide supports/resources to parents and to celebrate English Learner successes.	None Specified	None Specified	0
			Engage parents in discussion during Principal's Coffee.	None Specified	None Specified	0
			Solicit information and feedback from parents using digital surveys.	None Specified	None Specified	0
			Provide child care when needed so that parents may attend school related events outside of the school day	2000-2999: Classified Personnel Salaries	0010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Solicit information and feedback from parents using digital surveys.	None Specified	None Specified	0
Continue to enhance and develop means of communication.	August 2023-June 2024	Principal PFA	Communicate to families through weekly newsletter and continue to update school website with upcoming school events, opportunities available for student learning, activities and support.	None Specified	None Specified	0
			Each teacher will maintain a Seesaw or Canvas, which will have information about each class including but not limited to: daily schedule, homework, upcoming events, and resources.	None Specified	None Specified	0
			Use various forms of media including but not limited to: Twitter, Facebook, School Website, newsletters to communicate with stakeholders.	None Specified	None Specified	0
			Include translations for different languages spoken by families of Aspen.	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
Provide additional translation and interpretation for non- English speaking parents	August 2023-June 2024	ELD Facilitator ELD Paraprofessionals School Outreach Assistant Additional District Personnel as needed	When translation or interpretation is needed outside of the regular hours of the Parent Outreach Assistant, ELD Facilitator, or ELD Paraprofessionals.	None Specified	None Specified	0
			Support provided by bilingual facilitator and office staff to connect with families who displaying difficulty with engagement.	None Specified	None Specified	0
			Translations provided to Spanish-speaking families for Parent Information Webinars and newsletter	None Specified	None Specified	0
			Bilingual Facilitator will contact families via phone and email to provide them with information regarding parent meetings such as: PFA Meetings, School Site Council Meetings, Back to School Night, and ELAC Meetings.	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
Create and distribute weekly digital newsletter in both Spanish and English	August 2023-June 2024	Principal Bilingual Facilitator	Use Smore.com Educators' Package to create a monthly school newsletter in both English and Spanish. PFA section will be included. Use Principals' Message for parent education. Both versions posted on the Aspen Website and emailed and texted directly to parents.	None Specified	None Specified	0
Keep parents informed of school programs and events	August 2023-June 2024	Principal Office Manager PFA	Keep parents informed of school events by maintaining the Aspen Website and digital marquee, using the Blackboard All Call/Email System, and posting print flyers/posters on school bulletin boards. Notify parents of CVUSD app and its push notifications.	None Specified	None Specified	0
Provide parents and the community with an inside glimpse into Aspen's programs through its Facebook page, Instagram, Twitter feed, and a digital color brochure (digital & print).	August 2023-June 2024	Principal CVUSD Communications Director	Share photos and verbal descriptions of Aspen's academic, artistic, technological, and social programs. Student-identifying information will not be included. Parents are given the opportunity to opt out if they would not like their child's picture shown.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Goal 4 was successfully implemented last year. We expect our parent education opportunities to continue to grow in 2023-2024. Each parent stakeholder group met regularly throughout the year, and PFA exceeded its fundraising goals. Multiple community-building events were held last year, including Family Reading Night, Science Fair, Sock Hop, and the Roadrunner Run .

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

Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth and budget expenditures reflect current allocation of funds for the 2023-2024 school year.

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

Our overall goal remains unchanged, but we have adjusted the metrics we will use to measure outcomes. Details are listed above in Annual Measurable Outcome in Goal 4.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Loss

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--------

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes----------

Goal 5

Implement targeted actions that address learning loss associated with school closures in Spring 2020 due to COVID-19 to support general education, SWD, EL, SED, McKinney Vento and GATE students.
1. Every teacher will implement daily SEL activities to address the social emotional side of learning loss to help with connecting students to school during the 2023 - 2024 school year.
2. Students identified as exhibiting learning loss in math and/or English, based on teacher assessment/observations, will receive targeted intervention during the 2023 - 2024 school year.

Identified Need

Due to COVID-19 and the school closure on March 13, 2020, students were engaged in distance learning in the Spring of 2020. The level of instruction varied amongst grade level and classroom and led to identifiable learning loss as measured by teacher assessments/observations. In addition, students had varying levels of connectivity with a lack of structure due to non-synchronous instruction in the 2020-2021 school year. Additional supports were offered to identified students during the school year to address the needed academic and SEL needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. SEL activities will be provided to teachers on a weekly basis. Teachers will facilitate activities each week in their classroom. 2. Students identified as exhibiting learning loss in math and/or English language arts will receive support through targeted intervention.	1. Implementation of SEL activities is inconsistent between classrooms with no baseline. There has not been a baseline for implementing SEL during classroom instruction. 2. In 2022-23, students received academic intervention who exhibited learning loss per data collected each trimester.	1. Every teacher will implement weekly activities. Survey will be created by elementary SEL committee regarding implementation. 2. 100% of students exhibiting learning loss will receive support through at least 1 intervention as measured by data collected by Aspen Leadership Team.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional instruction and/or intervention in class to students to address learning loss.	August 2023-June 2024	Teachers	Transitional Kindergarten and Kindergarten will focus on providing supplemental activities for students to build fine motor skills.	None Specified	None Specified	0
			1st-5th Focus on essential standards, writing-reteaching foundational skills, Moby Max, ReadWorks	None Specified	None Specified	0
			Provide academic support when a student is absent for an extended time.	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
SEL activities will be sent out weekly to teachers to implement to support connections/school belonging.	August 2023-June 2024	Counselor	School Counselor will send out weekly resources to be implemented during class time.	None Specified	None Specified	0
School Counselor will create survey for teachers to take at the end of the year indicating the number of SEL activities and type of SEL activities that were implemented this year.	August 2023-June 2024	Counselor	School Counselor will create survey for teachers to take at the end of the 2022 school year.	None Specified	None Specified	0
Offer virtual tutoring as an academic support for students provided by TOHS tutors and CLU students.	August 2023-June 2024	Admin Teachers	College and High School tutors will be used to help support students identified as having learning loss.	None Specified	None Specified	0
Smarty Ants and Lexia will be utilized as an intervention to promote reading comprehension for English Learners. Funding for this goal is found in Goal 1.	August 2023-June 2024	Admin Intervention Teacher	Small groups of students will receive Smarty Ants and Imagine Learning intervention two times a week for 30 minutes.	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
			Progress Monitoring Reports will be provided to teachers bi-weekly by the Intervention Teacher. The Intervention Teacher will be monitoring attendance, participation, and completion of assigned activities on Lexia, Smarty Ants, and Imagine Learning. Progress will be shared with parents at the end of each intervention cycle (approx. 6-8 weeks).	None Specified	None Specified	0
Homework Club will be offered to students to help with academic skills and work completion.	August 2023-June 2024	Admin Teachers	Homework Club will be offered to students to help with academic skills and work completion. Cost included in Goal 1 and 2.	None Specified	None Specified	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This goal was implemented during the 2022-2023 school year. For the 2023-2024 school year, the goal continues to be inclusive of multiple targets for students with disabilities. Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth in numbers order to allow for adequate and continued progress on this important school goal.

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

Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth and budget expenditures reflect current allocation of funds for the 2023-2024 school year.

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

There were no major differences between intended implementation and/or budgeted expenditures.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$91,142.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
0010	$17,000.00
0TRM	$12,150.00
4EEF	$500.00
ESSER III - Learning Loss	$15,000.00
ESSER III - Other Allowable Uses	$24,992.00
None Specified	$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$21,500.00

Subtotal of state or local funds included for this school: $91,142.00

Total of federal, state, and/or local funds for this school: $91,142.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	21,500.00	0.00
ESSER III - Other Allowable Uses	24,992.00	0.00
0TRM	12,150.00	0.00
0010	17,000.00	0.00
ESSER III - Learning Loss	15,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	17,000.00
0TRM	12,150.00
4EEF	500.00
ESSER III - Learning Loss	15,000.00
ESSER III - Other Allowable Uses	24,992.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	21,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	5,486.00
1000-1999: Certificated Personnel Salaries	42,492.00
2000-2999: Classified Personnel Salaries	13,500.00
4000-4999: Books And Supplies	29,164.00

5000-5999: Services And Other Operating Expenditures	500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	0010	7,000.00
2000-2999: Classified Personnel Salaries	0010	500.00
4000-4999: Books And Supplies	0010	9,500.00
0001-0999: Unrestricted: Locally Defined	0TRM	5,486.00
1000-1999: Certificated Personnel Salaries	0TRM	3,000.00
4000-4999: Books And Supplies	0TRM	3,664.00
5000-5999: Services And Other Operating Expenditures	4EEF	500.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	9,992.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	15,000.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7,500.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	13,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,486.00

Goal 2	12,656.00
Goal 3	29,500.00
Goal 4	500.00
Goal 5	0.00

School Site Council Membership and Assurances

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

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

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

The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Shane Craven	Principal
Daniel Quick	Parent or Community Member
Mandy Liston	Parent or Community Member
Jackie Wellen	Parent or Community Member
Torrie Marsh	Parent or Community Member
Collette Noblitt	Parent or Community Member
Stacey Coombe	Other School Staff
Dianne Barrett	Classroom Teacher
Ann Oppenheim	Classroom Teacher
Haley Rosenberg	Classroom Teacher

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

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: Classified Staff Representative

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

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

This SPSA was adopted by the SSC at a public meeting on August 30, 2023.

Attested:

	Principal, Shane Craven on 08/30/2023
	SSC Chairperson, Colette Noblitt on 9/5/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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