

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Aspen Elementary School	56 73759 6055859	August 29, 2024	October 9, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Aspen Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Aspen Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

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 2023-24 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.

## Educational Partner Involvement

How, when, and with whom did Aspen Elementary 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 2023-2024 school year with the goal of representing as many stakeholders as possible in our updated SPSA Plan.

In December 2023, School Site Council met to review Trimester 1 benchmark data and discuss progress on current SPSA goals

In January 2023, Principal and teachers met to review Trimester 1 benchmark data and discuss progress on current SPSA goals

In March 2024, 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 2024, 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 20, 2024, Principal and teachers met to review Trimester 3 benchmark data and discuss school site goals.

On August 28, 2024, 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. 2024-2025 SPSA action items were presented.

During the August 28, 2024 School Site Council 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 2023-2024 school year are represented in this final SPSA document, which was voted on and approved by Aspen's School Site Council on August 28, 2024.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Actions meant to decrease the chronic absenteeism rates include increased parent engagement, attendance meetings with families, 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.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The "all student" group at Aspen scored in the Red for Chronic Absenteeism and scored in the Orange for Suspension Rate for 2023-2024 school year as per the California School Dashboard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities and White students scored in the orange for suspension for the 2023-2024 school year rate as per the California School Dashboard. For the 2022/2023 school year there were 3 students suspended elementary school. All suspensions were given after other means of correction such as restorative practices, parent meetings, behavior contracts, and IEP meetings help to support students in prior situations. A continued practice of restorative practices in the 2023/2024 school year lead to there being one suspension. Additionally, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, and White students scored in the red for Chronic Absenteeism for the 2023-2024 school year rate as per the California School Dashboard. Actions meant to decrease the chronic absenteeism rates include increased parent engagement, attendance meetings with families, 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. The rate of chronically absent students decreased from 14.2% in 2022/2023 to 6.1% in 2023-2024.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Aspen Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.31%	0.66%	1.04%	1	2	3
Asian	4.72%	3.61%	3.82%	15	11	11
Filipino	2.20%	2.95%	3.47%	7	9	10
Hispanic/Latino	22.96%	24.59%	23.61%	73	75	68
Pacific Islander	%	0.33%	0.35%	0	1	1
White	59.12%	58.03%	57.99%	188	177	167
Multiple/No Response	10.69%	9.84%	9.72%	34	30	28
<b>Total Enrollment</b>				318	305	288

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	60	59	43
Grade 1	44	40	39
Grade 2	59	48	41
Grade3	37	63	49
Grade 4	59	35	63
Grade 5	59	60	31
<b>Total Enrollment</b>	318	305	288

#### Conclusions based on this data:

- Aspen's largest subgroup is white students, followed by Hispanic/Latino and Asian students.
- Overall enrollment had decreased from the 2022-2023 school year but there is a 45 student increase for the 2024-2025 school year
- Our lowest enrollment is currently in the 1st grade for the 2023-2024 school year but we have added a second TK class and second 5th grade class for the 2024-2025 school year.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	32	32	29	10.3%	10.1%	10.1%
Fluent English Proficient (FEP)	13	12	15	5.6%	4.1%	5.2%
Reclassified Fluent English Proficient (RFEP)			6	22.6%		20.6%

### Conclusions based on this data:

1. The percent of students reclassified to fluent English proficient slightly increased last year from the 2022-2023 school year.
2. We will continue to target the percentage (10.1%) of student who are ELs with integrated and designated ELD to increase the number of students that are Reclassified Fluent English Proficient.
3. The number of students of students who are fluent English proficient has increased last year by 1.1% from the previous school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37	64	49	36	64	50	36	64	50	97.3	100.0	100
Grade 4	60	35	63	59	34	61	59	34	61	98.3	97.1	94
Grade 5	61	60	31	61	59	31	61	59	31	100.0	98.3	100
All Grades	158	159	144	156	157	142	156	157	142	98.7	98.7	99

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2454.	2437.	2450	36.11	39.06	34	27.78	18.75	28	13.89	17.19	22	22.22	25.00	16
Grade 4	2537.	2513.	2481	57.63	44.12	31	23.73	20.59	28	6.78	20.59	23	11.86	14.71	18
Grade 5	2533.	2573.	2546	31.15	59.32	39	37.70	20.34	29	18.03	8.47	16	13.11	11.86	16
All Grades	N/A	N/A	N/A	42.31	47.77	34	30.13	19.75	28	12.82	14.65	21	14.74	17.83	17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.56	17.19		55.56	60.94		13.89	21.88	
Grade 4	42.37	38.24		49.15	55.88		8.47	5.88	
Grade 5	19.67	40.68		68.85	54.24		11.48	5.08	
All Grades	30.77	30.57		58.33	57.32		10.90	12.10	



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.78	23.44		55.56	46.88		16.67	29.69	
Grade 4	38.98	23.53		49.15	52.94		11.86	23.53	
Grade 5	26.23	44.07		55.74	45.76		18.03	10.17	
All Grades	31.41	31.21		53.21	47.77		15.38	21.02	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.44	6.25		72.22	79.69		8.33	14.06	
Grade 4	25.42	20.59		66.10	76.47		8.47	2.94	
Grade 5	16.39	28.81		75.41	64.41		8.20	6.78	
All Grades	20.51	17.83		71.15	73.25		8.33	8.92	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00	25.00		55.56	60.94		19.44	14.06	
Grade 4	33.90	29.41		59.32	58.82		6.78	11.76	
Grade 5	24.59	33.90		63.93	59.32		11.48	6.78	
All Grades	28.21	29.30		60.26	59.87		11.54	10.83	

**Conclusions based on this data:**

- Overall 62% of Aspen students in grades 3-5 taking this assessment met or exceeded ELA standards. Specifically, 62% of students in grade 3 met or exceeded standards; 59% of 4th graders met or exceeded standards; and 68% of 5th graders met or exceeded standards. Aspen's score decreased slightly in grades 4 and 5 and increased in grade 3. 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.
- With an overall 62% 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.
- 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37	64	50	36	64	50	36	64	50	97.3	100.0	100
Grade 4	60	35	63	59	34	61	59	34	61	98.3	97.1	94
Grade 5	61	60	31	61	59	31	61	59	31	100.0	98.3	100
All Grades	158	159	144	156	157	142	156	157	142	98.7	98.7	99

\* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2465.	2470.	2440	33.33	37.50	18	27.78	31.25	38	25.00	17.19	24	13.89	14.06	20
Grade 4	2554.	2519.	2502	50.85	35.29	31	32.20	32.35	31	6.78	20.59	23	10.17	11.76	15
Grade 5	2518.	2571.	2549	24.59	54.24	39	21.31	18.64	23	34.43	15.25	32	19.67	11.86	6
All Grades	N/A	N/A	N/A	36.54	43.31	28	26.92	26.75	32	21.79	17.20	25	14.74	12.74	15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.22	43.75		47.22	45.31		5.56	10.94	
Grade 4	64.41	35.29		27.12	50.00		8.47	14.71	
Grade 5	26.23	47.46		45.90	37.29		27.87	15.25	
All Grades	45.51	43.31		39.10	43.31		15.38	13.38	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00	40.63		63.89	37.50		11.11	21.88	
Grade 4	55.93	32.35		33.90	61.76		10.17	5.88	
Grade 5	21.31	49.15		52.46	38.98		26.23	11.86	
All Grades	35.26	42.04		48.08	43.31		16.67	14.65	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.67	35.94		44.44	59.38		13.89	4.69	
Grade 4	49.15	41.18		35.59	52.94		15.25	5.88	
Grade 5	27.87	32.20		55.74	54.24		16.39	13.56	
All Grades	39.10	35.67		45.51	56.05		15.38	8.28	

**Conclusions based on this data:**

- Overall 60% of Aspen students in grades 3-5 taking this assessment met or exceeded Math standards. Specifically, 56% of students in grade 3 met or exceeded standards; 62% of 4th graders met or exceeded standards; and 62% of 5th graders met or exceeded standards. There is a noticeable decrease in student performance over the last year. It is our hope that continued familiarity with the Go Math program, combined with more focused and differentiated Tier I instruction will be effective in increasing test scores. In addition, increased common core instruction focused on application strategies, use of computer applications, and familiarity with the format of CAASPP testing, should also help improve student performance
- Overall 60% 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.
- 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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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	6
3	*	*	*	*	*	*	*	*	*	*	4	8
4	*	*	*	*	*	*	*	*	*	5	*	*
5	*	*	*	*	*	*	*	*	*	4	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	10.71	12.50	50.00	42.86	31.25	10.71	17.86	28.13	14.29	28.57	28.13	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	57.14	25.00	18.75	28.57	35.71	40.63	0.00	14.29	15.63	14.29	25.00	25.00	28	28	32

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	14.29	14.29	9.38	28.57	21.43	18.75	35.71	35.71	34.38	21.43	28.57	37.50	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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.00	17.86	25.00	39.29	64.29	46.88	10.71	17.86	28.13	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	18.75	32.14	50.00	53.13	10.71	21.43	28.13	28	28	32

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	9.38	46.43	57.14	40.63	28.57	32.14	50.00	28	28	32

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	21.88	57.14	53.57	43.75	28.57	28.57	34.38	28	28	32

**Conclusions based on this data:**

- English Learners at Aspen are mainly Levels 2 and 3 with the majority as Level 3.
- English Learners at Aspen displayed a slight growth in Oral Language skills with more students scoring in Level 2 and 3

3. English Learners at Aspen have shown a decrease in the area of reading with more students scoring in the Level 1 range. This reinforces the need for more intentional and targeted intervention provided through designated and intergraded ELD.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>305</b>	<b>19.3</b>	<b>10.5</b>	
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	10.5
Foster Youth		
Homeless	3	1
Socioeconomically Disadvantaged	59	19.3
Students with Disabilities	59	19.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7
Asian	11	3.6
Filipino	9	3
Hispanic	75	24.6
Two or More Races	30	9.8
Pacific Islander	1	0.3
White	177	58

### Conclusions based on this data:

1. White, Hispanic/Latino, and Two or More Races are our highest groups by ethnicity.



2. SED makes up 19.3% 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





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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Blue		

#### Conclusions based on this data:

1. ELA and Mathematics scores are continuing to remain in successful levels falling in the blue and greens ranges.
2. Improving student attendance will continue to be a goal for the school with specific focus on chronic absenteeism among student with disabilities as that current falls in the red range.

3. Suspension rates increased from the previous school year so we will continued to use proactive strategies and restorative practices to reduce the suspension rate as that falls in the orange range,

# School and Student Performance Data

## Academic Performance English Language Arts

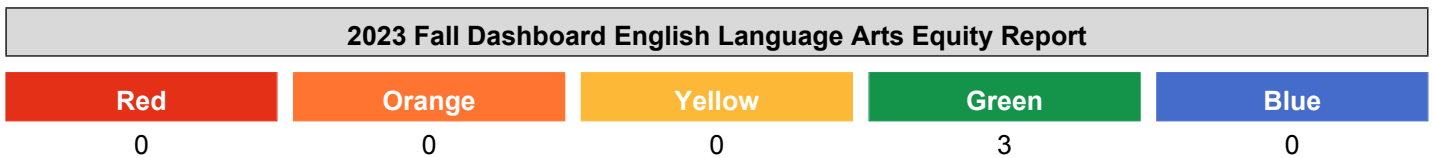
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>39.6 points above standard</p> <p>Decreased -3.3 points</p> <p>153 Students</p>	<p><b>English Learners</b></p> <p>6.4 points below standard</p> <p>Decreased -7.3 points</p> <p>18 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>3.5 points below standard</p> <p>Increased +11 points</p> <p>31 Students</p>	<p><b>Students with Disabilities</b></p> <p>73.9 points below standard</p> <p>Increased +8.2 points</p> <p>27 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  8 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.4 points above standard Increased Significantly +15.8 points 34 Students	72.1 points above standard Increased Significantly +43.5 points 19 Students	Less than 11 Students  1 Student	 Green 42.8 points above standard Decreased Significantly - 15.9 points 87 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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  10 Students	Less than 11 Students  8 Students	45.1 points above standard Decreased -3.9 points  134 Students

**Conclusions based on this data:**

- Overall, Aspen students continue to perform above the standard in English Language Arts with scores falling in the High range.
- The performance of our English Learners has decrease by 7.3 points in English Language Arts over the last school year.
- It is important that as a staff we identify the underlying causes and address the overall decline in performance of the all students by 3.3pouints and English Learners by 7.3 points.

# School and Student Performance Data

## Academic Performance Mathematics

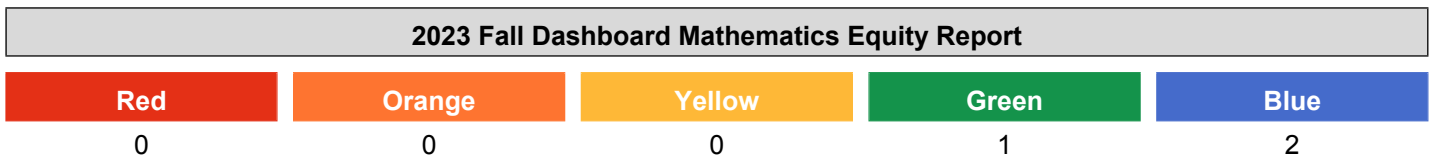
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue 39.4 points above standard Increased +7.1 points 153 Students	15.8 points above standard Increased Significantly +17.9 points 18 Students	Less than 11 Students 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 1 Student	 Blue 5.1 points above standard Increased Significantly +30.8 points 31 Students	48.3 points below standard Increased Significantly +28.2 points 27 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  8 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.9 points below standard Increased Significantly +15.5 points 34 Students	48.8 points above standard Increased +5.5 points  19 Students	Less than 11 Students  1 Student	 Blue 47.4 points above standard Increased +9.2 points 87 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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  10 Students	Less than 11 Students  8 Students	42.6 points above standard Increased +6.8 points  134 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, Socioeconomically Disadvantaged and English Learners increased in mathematics.
3. Although the performance of our Hispanic students is 4.9 points below the standard, these scores have increase by 15.5 points over the last school year.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
21.7% making progress towards English language proficiency
Number of EL Students: 23 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.

### 2023 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
6	12	0	5

#### Conclusions based on this data:

- 21.7% of our English Learners are show to be making progress towards English Language Proficiency.
- While 6 students decrease one ELPI level, there were 5 students that progressed at least on ELPI level.
- This school year we are working to improve the implementation of our integrated and designated ELD to support the 12 students that maintained their ELPI level to progress at least one level high.





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Red 14.2% Chronically Absent Increased Significantly 4.9 317 Students	<b>English Learners</b>  Red 27% Chronically Absent Increased 8.3 37 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Red 27.5% Chronically Absent Increased 10.6 69 Students	<b>Students with Disabilities</b>  Red 25% Chronically Absent Increased 4 72 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	 No Performance Color 0 Students	0% Chronically Absent  Declined -6.3  12 Students	Less than 11 Students  9 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 20.3% Chronically Absent  Increased 4  79 Students	13.8% Chronically Absent  Increased 13.8  29 Students	Less than 11 Students  1 Student	 Red 12.4% Chronically Absent  Increased Significantly 3.7  185 Students

**Conclusions based on this data:**

1. Overall, Chronic Absenteeism has increased moving Aspen in the Red range.
2. Chronic Absenteeism with our Students with Disabilities has increased to 8.3 points placing this subgroup in the red range. Aspen is ATSI in chronic absenteeism specifically for Students with Disabilities.
3. Chronic Absenteeism among our English Learners and Socioeconomically Disadvantaged students has increased to identify both subgroups in the red range.

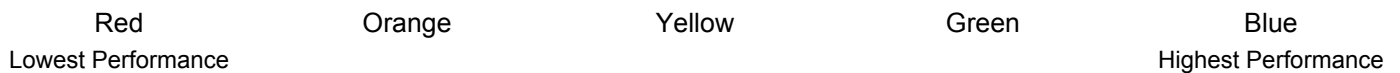
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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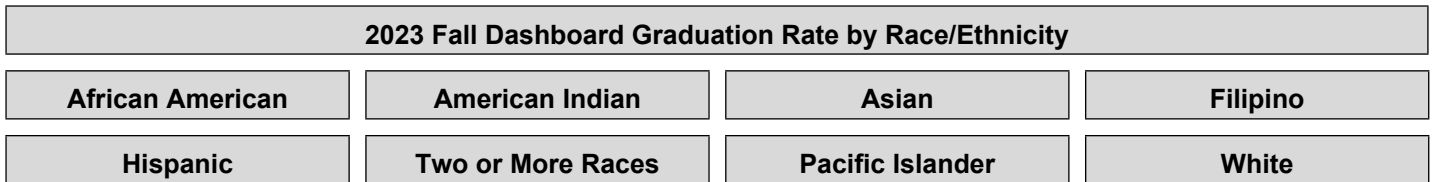
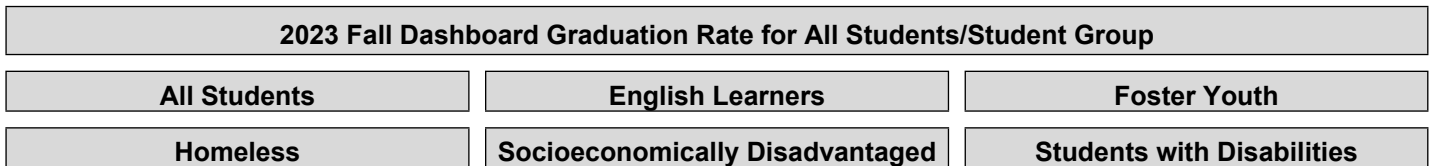
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

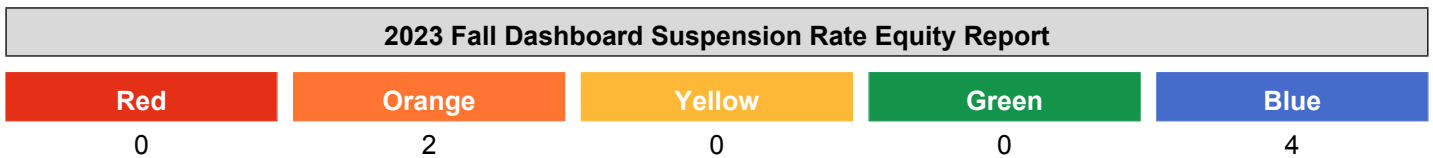
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange	 Blue	Less than 11 Students 2 Students
1.3% suspended at least one day	0% suspended at least one day	
Increased 1 320 Students	Maintained 0 37 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 4 Students	 Blue	 Orange
	0% suspended at least one day	4.2% suspended at least one day
	Declined -1.7 69 Students	Increased 2.6 72 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 12 Students</p>	<p>Less than 11 Students 9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Declined -1.3 79 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 30 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Orange</p> <p align="center">2.2% suspended at least one day</p> <p align="center">Increased Significantly 2.2 186 Students</p>

**Conclusions based on this data:**

- Overall, the suspension rate at Aspen increased 1.3% to fall in the orange range.
- Alternative approaches to student discipline will continue to be utilized to reduce loss of instruction and time spent out of the classroom
- Student with Disabilities and white student suspensions fall in the orange 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 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Aspen Elementary has a variability in performance overall and target student groups including SWD, EL, and SED. The most recent data from 2023-2024 indicated that on average 80% of students in grades TK - 5 Met or Exceeded standards in ELA and on average 85% of students in grades TK - 5 Met or Exceeded standards in Math as based on CVUSD benchmarks. Additionally, the most recent data from the 2023-2024 CASSPP indicates that 63% of students met or exceed standards in ELA and 60% met or exceed standard in Math.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
ELA Benchmarks for ALL Students (SWD, EL, SED, GATE)	2023-2024 ELA Benchmarks- Meet or Exceed Standards Kindergarten - 84% 1st Grade - 86% 2nd Grade - 71% 3rd Grade - 79% 4th Grade - 84% 5th Grade - 75%	2024-2025 ELA Benchmarks- Meet or Exceed Standards Kindergarten - 89% 1st Grade - 91% 2nd Grade - 76% 3rd Grade - 82% 4th Grade - 87% 5th Grade - 78%
Math Benchmarks for ALL Students (SWD, EL, SED, GATE)	2023-2024 Math Benchmarks- Meet or Exceed Standards Kindergarten - 92% 1st Grade - 82% 2nd Grade - 76% 3rd Grade - 83% 4th Grade - 87% 5th Grade - 87%	2024-2025 Math Benchmarks- Meet or Exceed Standards Kindergarten - 97% 1st Grade - 87% 2nd Grade - 81% 3rd Grade - 88% 4th Grade - 92% 5th Grade - 92%
CAASPP Scores ELA for ALL Students (SWD, EL, SED, GATE)	2023 - 2024 CAASPP ELA-Meet or Exceed 3rd Grade- 62% 4th Grade- 59% 5th Grade- 68%	2024 - 2025 CAASPP ELA-Meet or Exceed 3rd Grade- 72% 4th Grade- 69% 5th Grade-78%
CAASPP Scores Math for ALL Students (SWD, EL, SED, GATE)	2023 - 2024 CAASPP Math- Meet or Exceed 3rd Grade-56% 4th Grade-62% 5th Grade- 61%	2024 - 2025 CAASPP Math- Meet or Exceed 3rd Grade- 61% 4th Grade- 67% 5th Grade- 67%
3rd-5th Scholastic Reading Inventory (SRI) scores	3rd grade: 88%, 4th grade: 69%, and 5th grade: 81% in June of 2024	3rd grade: 93%, 4th grade: 74%, and 5th grade: 86% by June of 2025
ELA Benchmarks for EL Students	2023-2024 ELA Benchmarks- Meet or Exceed Standards Kindergarten - 66% 1st Grade - 42% 2nd Grade - 31% 3rd Grade - 77% 4th Grade - 64% 5th Grade - N/A	2024-2025 ELA Benchmarks- Meet or Exceed Standards Kindergarten - 75% 1st Grade - 50% 2nd Grade - 40% 3rd Grade - 85% 4th Grade - 72% 5th Grade - N/A
Math Benchmarks for EL Students	2023-2024 Math Benchmarks- Meet or Exceed Standards Kindergarten - 67% 1st Grade - 66% 2nd Grade - 58% 3rd Grade - 78% 4th Grade - 69% 5th Grade - N/A	2024-2025 Math Benchmarks- Meet or Exceed Standards Kindergarten - 75% 1st Grade - 75% 2nd Grade - 65% 3rd Grade - 85% 4th Grade - 75% 5th Grade -N/A
CAASPP Scores Math for EL Students	2023 - 2024 CAASPP ELA 3rd Grade- 50% 4th Grade- 33% 5th Grade- N/A	2024 - 2025 CAASPP ELA-Meet or Exceed 3rd Grade- 65% 4th Grade- 50% 5th Grade-N/A



CAASPP Scores ELA for EL Students	2023 - 2024 CAASPP Math- Meet or Exceed 3rd Grade-14% 4th Grade-33% 5th Grade- N/A	2024 - 2025 CAASPP Math- Meet or Exceed 3rd Grade- 30% 4th Grade- 50% 5th Grade- N/A
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students including SWD, EL, SED, GATE, Hispanic, African American.	9,000 OTRM 1000-1999: Certificated Personnel Salaries 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. 1,988 OTRM 1000-1999: Certificated Personnel Salaries 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. 0 None Specified None Specified 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. 0 None Specified None Specified

			<p>Disaggregate benchmark data based on special populations (English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged) to guard against an achievement gap.</p> <p>0 None Specified None Specified</p> <p>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.</p> <p>3000 0010 1000-1999: Certificated Personnel Salaries Release Time for TK-2nd grade teachers to administer 1-on-1 benchmark assessments at the end of each trimester.</p> <p>0 None Specified None Specified</p> <p>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.</p>
<p><b>1.2</b></p>	<p>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).</p>	<p>All Students including SWD, EL, SED, GATE, Hispanic, African American.</p>	<p>4,000 0010 0001-0999: Unrestricted: Locally Defined</p> <p>Students will have use of grade-level appropriate computer programs, including Canvas Applications, Lexia, Reading Eggs, Math Seeds, SRI, Epic, Read Naturally, Wonders, Wonder Works, Imagine Learning, ReadWorks, Smarty Ants, Razz Kids, IXL and Brain Pop.</p> <p>0 None Specified None Specified</p>

			<p>Primary Grade teachers will use SeeSaw to support ELA and Math instruction 0 None Specified None Specified Upper grade teachers will use Canvas and to support their ELA and Math instruction. 0 None Specified None Specified Students and teachers will have access to Canvas Applications to enhance instruction and learning. 0 None Specified None Specified Teachers will facilitate the use of Lexia and Smarty Ants for identified EL learners. 0 None Specified None Specified Use of online program Alexandria to access grade-level or reading level appropriate material for students through our School Library.</p>
<p><b>1.3</b></p>	<p>Support teachers with Professional Learning opportunities and in Professional Learning Teams.</p>	<p>All Students including SWD, EL, SED, GATE, Hispanic, African American.</p>	<p>0 None Specified None Specified 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. 0 None Specified None Specified 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. 0 None Specified None Specified 3rd – 5th grade teachers will work with Assistant Director, Educational Technology and</p>

		<p>Student Performance during staff meetings or PLTs to understand areas of the CAASPP test to focus on targets and claims data in PLTs.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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</p> <p>0.00</p> <p>None Specified</p> <p>None Specified</p> <p>Teachers will work with CVUSD Technology TOSA to incorporate technology strategies into instruction.</p> <p>3000</p> <p>0010</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Provide teacher release for one on one reading results assessment and benchmark assessment, team collaboration and data sharing and analysis.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>All teachers will participate in professional development on technology programs such as: Canvas, SeeSaw, Wonders, and Lexia to enhance instruction.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Teachers will participate in ongoing professional development in the area of Universal Design for Learning to implement inclusive teaching and learning strategies.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Teachers will participate in ongoing professional</p>
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			development for Wonders Curriculum
1.4	Books, supplies, technology, digital licenses, copier lease, teacher budgets, adoption support materials & operating costs to support the instructional program for all students	All Students including SWD, EL, SED, GATE, Hispanic, African American.	3000 0010 4000-4999: Books And Supplies Materials to support the instructional program for all learners 3000 0010 4000-4999: Books And Supplies Purchase technology to promote math skills and enrichment, including microphones used for instruction, headphones, stylus' for Chromebooks, mouse for Chromebooks, iPads.
1.5	Purchase print materials and other supplies to support instruction and intervention and enrichment in ELA and Math.	All Students including SWD, EL, SED, GATE, Hispanic, African American.	1000 0010 4000-4999: Books And Supplies 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. 1000 0010 4000-4999: Books And Supplies Supplies needed to effectively run intervention and enrichment programs
1.6	Provide additional supports EL students.	EL	0 None Specified None Specified Teachers will ensure that students in grades 1-5 with ELPAC levels Emerging and Beginning- Expanding use of Smarty Ants computer program at the rate recommended by district EL Services. They will provide access in their classrooms. 3000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000-1999: Certificated Personnel Salaries Provide an academic specialist to help beginning EL

			<p>students access content area instruction in the classroom.</p> <p>1000</p> <p>0010</p> <p>4000-4999: Books And Supplies</p> <p>Budget for additional materials needed during designated ELD instruction.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Run progress monitoring reports for Imagine Learning, Smarty Ants, and Lexia bi-weekly to monitor participation and progress.</p> <p>3000</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>An academic specialist will provide designated ELD instruction utilizing the Wonders ELD supplemental curriculum. 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 informal assessments of each student in English language development throughout the year for progress monitoring.</p>
1.7	Ensure all students are learning in the Least Restrictive Environment.	SWD	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Maintain the current LRE statistics of 100% of students with disabilities properly placed.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Utilize the Special Education Teacher and the Speech &amp; Language Pathologist to provide high-level interventions to support students as they work on IEP goals.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Provide ongoing professional development for general</p>

			education teachers in Inclusion Strategies.  None Specified None Specified 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.
1.8	Academic Specialist Support for Transitional Kindergarten	All TK Students	2000 0010 2000-2999: Classified Personnel Salaries An academic specialist will assist in TK to support ELA and Math skill development
1.9	Incorporate UDL Strategies to address instructional barriers for ALL students.	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified 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
1.10	UDL/DEI/SEL Professional Development	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified All teachers participated in a professional learning day focused on DEI and UDL with a action plan focused on academic and SEL learning. 0 None Specified None Specified Ongoing professional development rooted in the intersection of UDL/DEI/SEL at staff meetings.

## Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This goal was implemented during the 2023-2024 school year. For the 2024-2025 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.

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 2024-2025 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 mostly unchanged, but we have adjusted the metrics we will use to measure outcomes. We added specific EL data to explicitly target EL student progress in the areas of ELA and Math. This year's goals will continue to be measurable to be able to substantiate growth using CAASPP Scores, Lexile 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 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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 as Aspen is ATSI in chronic absenteeism for SWD.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Aspen Elementary has a variability in performance overall for SWD. The most recent data from 2023-2024 indicated that on average 45% of SWD in grades TK - 5 met or exceeded standard in ELA and on average 49% of students in grades TK - 5 met or exceeded standards in Math as based on CVUSD benchmarks. Additionally, the most recent data from the 2023-2024 CASSPP indicates that 18% of SWD met or exceed standards in ELA and 11% of SWD met or exceed standard in Math.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWD in grades 3-5 CAASPP test scores in ELA	2023 - 2024 CAASPP ELA- Meet or Exceed 3rd Grade-30% 4th Grade-0% 5th Grade- 25%	2024- 2025 CAASPP ELA- Meet or Exceed 3rd Grade-35% 4th Grade-20% 5th Grade- 35%
SWD in grades 3-5 CAASPP test scores in Math	2023 - 2024 CAASPP Math- Meet or Exceed 3rd Grade-20% 4th Grade-14% 5th Grade- 0%	2024 - 2025 CAASPP Math- Meet or Exceed 3rd Grade-25% 4th Grade- 25% 5th Grade-20%
Least Restrictive Environment (LRE).	2023-2024 Least Restrictive Environment (SWD spending 80% or more of the school day in general education classes) is 55%	2024-2025 Least Restrictive Environment (SWD spending 80% or more of the school day in general education classes) is 58%
ELA Benchmarks for SWD Students	2023-2024 ELA Benchmarks- Meet or Exceed TK/K - 50% 1st Grade - 59% 2nd Grade - 15% 3rd Grade - 62% 4th Grade - 34% 5th Grade - 47 %	2024-2025 ELA Benchmarks- Meet or Exceed TK/K - 60% 1st Grade - 65% 2nd Grade - 25% 3rd Grade - 70% 4th Grade - 45% 5th Grade - 55 %
Math Benchmarks for SWD Students	2023-2024 Math Benchmarks- Meet or Exceed TK/K - 63% 1st Grade - 42% 2nd Grade - 33% 3rd Grade - 66% 4th Grade - 27% 5th Grade - 64%	2024-2025 Math Benchmarks- Meet or Exceed TK/K - 70% 1st Grade - 49% 2nd Grade - 40% 3rd Grade - 75% 4th Grade - 40% 5th Grade - 84%
Chronic Absenteeism for SWD	2023-2024 Chronic Absenteeism rate for SWD 11.4%	2024-2025 Chronic Absenteeism rate for SWD 9% or lower

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Review all students with 504's or IEP's to ensure students are accessing the general education setting as much as appropriate.	SWD	0 None Specified None Specified Special education teachers meeting with administration to discuss placement. 0

2.2	SWD will be provided supports to access the general education setting to support LRE through instructional assistance.	SWD	0 None Specified None Specified Maintain the current LRE statistics of 100% of students with disabilities properly placed. 0 None Specified None Specified 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 0 None Specified None Specified Provide ongoing professional development for general education teachers focus on implementation of Inclusive practices.
2.3	Incorporate UDL strategies to break down barriers for SWD students.	SWD	0 None Specified None Specified Focused lessons on identified targeted areas of improvement in ELA and math through UDL to ensure access to accommodate for student individual learning differences 0 None Specified None Specified Implement UDL walkthroughs complete by teachers and principal. Findings from the walkthroughs will be reviewed and discussed during PLTs. 1000 OTRM 1000-1999: Certificated Personnel Salaries Release time for teachers to complete UDL walkthroughs and post-walkthrough debrief meetings.
2.4	Provide identified SWD or 504 students, as per Assistive Technology need, with necessary devices or apps	SWD	1000 0010 4000-4999: Books And Supplies Purchase and provide necessary assistive technology and apps
2.5	Co-Teaching Classes in Transitional Kindergarten, Kindergarten, First Grade, and Second Grade	All Students in Grades TK-2; SWD	0 None Specified None Specified

			<p>Implement co-teaching class for one TK, one Kindergarten class, one first grade, and one second grade class by including SWD in total class enrollment.</p> <p>2000 0010 4000-4999: Books And Supplies Materials needed to support program 0</p>
2.6	Co-Teaching Professional Development	All Students in Grades TK-2; SWD	<p>0 None Specified None Specified 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 500 4EEF 5000-5999: Services And Other Operating Expenditures Provide/locate professional development focused on co-teaching 0 None Specified None Specified Teachers will participate in ongoing professional development in the area of Universal Design for Learning to implement inclusive teaching and learning strategies. 0 None Specified None Specified Teachers will participate in ongoing professional development in the area of Diversity, Equity, and Inclusion to implement inclusive teaching and learning strategies.</p>
2.7	Provide release days for Co-Teaching planning and analysis	All Students in Grades TK-2; SWD	<p>1000 0010 1000-1999: Certificated Personnel Salaries Provide co-teaching teachers release days for team</p>

			collaboration and data sharing and analysis.
2.8	School Principal will attend SEDAC meetings and collaborate with SEDAC rep	SWD	<p>None Specified None Specified Attend monthly SEDAC meetings and report back information to teachers and staff.</p>
2.9	ATSI actions to decrease chronic absenteeism of students with disabilities	SWD	<p>0 None Specified None Specified 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</p> <p>0 None Specified None Specified 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.</p> <p>0 None Specified None Specified 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</p> <p>0 None Specified None Specified 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.</p> <p>500 0010 4000-4999: Books And Supplies Action meant to reduce chronic absenteeism rates of SWD in accordance with ATSI by implementing an incentive</p>

			<p>program for students for consistent attendance on weekly, monthly, and trimester basis.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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,</p>
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This goal was implemented during the 2023-2024 school year. For the 2024-2025 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.

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 2024-2025 school year. This goal in the 2024-2025 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.

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. Additionally., there are continued meant to decrease the chronic absenteeism rates of Students with Disabilities as required by ATSI. These 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 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 2024-25 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. Aspen Elementary was "Red" on the CA Dashboard for "All Students", SWD, SED students, Hispanic students, and EL students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Student Survey	<p>82% agreeable in all areas of the Student LCAP Survey</p> <p>86% of 4th-5th Grade students reported, "I like being at school"</p> <p>93% of 4th-5th Grade students reported, "I feel classroom materials/lessons reflect who I am as a person"</p> <p>87% of 4th-5th Grade students reported, "I always work hard to complete my schoolwork"</p> <p>97% of 4th-5th Grade students reported "My teachers believe that I can do well in school"</p> <p>46 % of 4th-5th Grade students reported "I am excited to go to school each day"</p>	95% agreeable in all areas of the Student LCAP Survey
Chronic Absenteeism	2023-2024 Chronic Absenteeism rate for all students is 6.1%	2024-2025 Chronic Absenteeism rate for all students will be 5% or lower
Students participating in additional arts activities	In 2023-24, all students received monthly art instruction from a credentialed art teacher, weekly dance classes, and participated in a grade level performance	In 2024-2025, we will continue to implement 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 2023-24, our suspension rate was maintained at 0.3% of students.	In 2024-2025, 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, Spread the Word on Inclusion, and Unified Champion School.	In 2024-2025, we will maintain our current programs and reapply as a Unified Champion 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 2023-2024, 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.



## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Promote outstanding student citizenship	All Students including SWD, EL, SED, GATE, Hispanic, African American.	250 0010 4000-4999: Books And Supplies 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.
3.2	The school will continue the development of an Arts Focus by integrating visual, performing, and digital arts into the curriculum.	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified Offer fee-based programs that promote activities and connections. Programs include but are not limited to band, choir, strings. 0 None Specified None Specified Provide in-person dance class weekly to all students. 0 None Specified None Specified 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. 0 None Specified None Specified Provide students with the opportunity to incorporate technology into the Focus on the Arts program.
3.3	School-wide assemblies, training, and incentives for character development and positive behavior.	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified Principal and Teachers will recognize students monthly at a school-wide Roadrunner Rally. 0 None Specified None Specified Principal and teachers will directly teach kindness, how to

		<p>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.</p> <p>0 None Specified None Specified Recognize an anti-bullying campaign. Student Council and PFA will promote this event, planning activities for students to do in class and at lunchtime.</p> <p>0 None Specified None Specified Participate in Inclusive Schools Week, December 6-12, providing school-wide and classroom activities for all students to promote inclusivity, diversity, and kindness.</p> <p>0 None Specified None Specified Visuals on campus will support students' use of positive behavior strategies and problem-solving techniques, including ideas from CHAMPS and our Aspen Aces Program.</p> <p>0 None Specified None Specified 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.</p> <p>500 0010 4000-4999: Books And Supplies</p>
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			Purchase small, themed items as positive incentives to be used during Roadrunner Rallies, Inclusive Schools Week, Kindness Week, and Aspen Ace Weekly drawings.
3.4	Literacy Pro Reading Points Awards/Incentives	All Students including SWD, EL, SED, GATE, Hispanic, African American.	2000 0010 4000-4999: Books And Supplies 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.
3.5	Provide enrichment Opportunities for students during school hours	All Students including SWD, EL, SED, GATE, Hispanic, African American.	1000 0010 4000-4999: Books And Supplies 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. 100 0010 4000-4999: Books And Supplies 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. 250 0010 4000-4999: Books And Supplies Book Clubs is held throughout the year. Provide a budget to support activities pertaining to Book Club. 0 None Specified None Specified 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. 0

			<p>None Specified</p> <p>None Specified</p> <p>Provide a Lunch Bunch and Aspen ACES for students.</p>
3.6	<p>Direct Instruction in social-emotional skills and restorative practices to decrease incidents results in disciplinary actions for all students all student groups including SWD, SED, African American, Hispanic, and EL.</p>	<p>All Students including SWD, EL, SED, GATE, Hispanic, African American.</p>	<p>500</p> <p>0010</p> <p>4000-4999: Books And Supplies</p> <p>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.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>School counselor will work with individual classes on topics such as emotional regulation, calming strategies, and conflict resolution.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p>

			Principal, School Counselor, and Teachers utilize restorative practices to repair harm after incidents on campus. Restorative practices engages students in repair relationships, strengthening classroom and school culture, and promote meaningful student engagement in addressing the issue thus resulting in a decrease in the need for additional disciplinary actions.
3.7	Direct Instruction in Art, Music, Physical Education, Theater and Dance during the school day	All Students including SWD, EL, SED, GATE, Hispanic, African American.	<p>8000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries An academic specialist in dance will work with all TK- 5th grade students, merging VPA Dance state standards with grade level standards.</p> <p>1000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Provide supplies and supplemental curriculum for the art, music, and dance enrichment programs, including materials for grade level musicals.</p> <p>8500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000-1999: Certificated Personnel Salaries 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.</p> <p>8000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p>

			2000-2999: Classified Personnel Salaries An academic specialist in physical education will work with all TK- 5th grade students, merging physical education state standards with grade level standards.
3.8	Professional Development for teachers as they support behavioral and social-emotional success	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified 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.
3.9	Promote a culture of Inclusion	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified Recognize Inclusive Schools Week in December, with school-wide activities. 0 None Specified None Specified Direct instruction in classrooms to foster understanding and appreciation of all people and their cultures, languages, and abilities. 0 None Specified None Specified 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. 0 None Specified None Specified Provide multiple means of engagement and equitable access for all school events and PFA events to ensure that every student can meaningfully participate. 0

			<p>None Specified None Specified 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. 0 None Specified None Specified Maintain Unified Champion School Standing by implemented the young athletes and unified sports program. 500 0010 4000-4999: Books And Supplies 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.</p>
<p><b>3.10</b></p>	<p>Actions to decrease chronic absenteeism of all student groups including SWD, SED, African American, Hispanic, and EL.</p>	<p>All Students including SWD, EL, SED, GATE, Hispanic, African American.</p>	<p>0 None Specified None Specified Action meant to reduce chronic absenteeism rates by confirming contact information for parents/guardians to ensure that direct lines of communication are well established 0 None Specified None Specified Action meant to reduce chronic absenteeism rates by implementing an incentive program for students for consistent attendance on weekly, monthly, and trimester basis. 0 None Specified None Specified Action meant to reduce chronic absenteeism rates by holding meetings with parents and students to develop targeted goals to increase and</p>

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Goal 3 was implemented effectively in 2023-2024. 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

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 2024-2025 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 larger 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. One new actions is meant to decrease the chronic absenteeism rates of SWD, SED, African American, Hispanic, and EL. 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.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Positive Communication/Collaboration with Parents and the Community**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 2023-2024, 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 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	88% agreeable in all areas of the Parent LCAP Survey  92% - . My child's school is physically safe. 90% - I am informed about my child's academic progress. 79% - My child is being appropriately challenged academically at school 90% - My child receives adequate academic support at school 74%- There are classroom materials/lessons that reflect who my child is as a person	95% agreeable in all areas of the Parent LCAP Survey
Increased number of volunteer hours	1,200 volunteer hours logged through PFA in 2023-2024	10% increase to 1,300 hours
Higher number of participants in parent stakeholder groups; better representation of significant populations	PFA meetings averaged 20 people in 2022-2023; ELAC averaged 7 parent; and School Site Council averaged 10 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 350 times per week as reported by Smore.com. The Aspen Facebook page has 3410 people who have "liked". The Aspen Instagram page averages 60-65 likes per post. Aspen Instagram page has 467 current followers Our digital marquee is kept current and runs a display every weekday until 7:00 p.m.	10% increase in newsletter views in both English and Spanish; 10% increase in followers on social media

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Promote parent/guardian education and information	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified Promote district parent education nights that address relevant topics for parents. 0 None Specified None Specified Provide newsletters and webinars to the community on building self-control and internet safety for students. 0 None Specified None Specified

			<p>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.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Engage parents in discussion during Principal's Coffee.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Solicit information and feedback from parents using digital surveys.</p> <p>500</p> <p>0010</p> <p>2000-2999: Classified</p> <p>Personnel Salaries</p> <p>Provide child care when needed so that parents may attend school related events outside of the school day</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Solicit information and feedback from parents using digital surveys.</p>
<p><b>4.2</b></p>	<p>Continue to enhance and develop means of communication.</p>	<p>All Students including SWD, EL, SED, GATE, Hispanic, African American.</p>	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Communicate to families through weekly newsletter and continue to update school website with upcoming school events, opportunities available for student learning, activities and support.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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.</p>

			<p>0 None Specified None Specified Use various forms of media including but not limited to: Twitter, Facebook, School Website, newsletters to communicate with stakeholders.</p> <p>0 None Specified None Specified Include translations for different languages spoken by families of Aspen.</p>
4.3	Provide resources for non- English speaking parents	EL	<p>0 None Specified None Specified When translation or interpretation is needed outside of the regular hours of the Parent Outreach Assistant, ELD Facilitator, or ELD Paraprofessionals.</p> <p>0 None Specified None Specified Support provided by bilingual facilitator and office staff to connect with families who displaying difficulty with engagement.</p> <p>0 None Specified None Specified Translations provided to Spanish-speaking families for Parent Information Webinars and newsletter</p> <p>0 None Specified None Specified 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.</p> <p>0 None Specified None Specified Schedule and hold 5 ELAC meetings which include an information for parents of ELD students, a thematic craft at each meeting for the students, and a thematic meal to increase attendance and parent engagement.</p>

4.4	Create and distribute weekly digital newsletter in both Spanish and English	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified 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.
4.5	Keep parents informed of school programs and events	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified Keep parents informed of school events by maintaining the Aspen Website and digital marquee, using the Blackboard All Call/Email System/Text Message, and posting print flyers/posters on school bulletin boards. Notify parents of CVUSD app and its push notifications.
4.6	Provide parents and the community with an inside glimpse into Aspen's programs through its Facebook page, Instagram, and a digital color brochure (digital & print).	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified 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.

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and 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 2024-2025. 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, School Dance, and the Roadrunner Run . We saw a large increase in our ELAC meeting attendance as the average parent attending went from 1 to 7 parents.

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 2024-2025 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 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Learning Loss

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1. SEL activities will be provided to teachers on a weekly basis. Teachers will facilitate activities each week in their classroom.</p> <p>2. Students identified as exhibiting learning loss in math and/or English language arts will receive support through targeted intervention.</p>	<p>1. Implementation of SEL activities is inconsistent between classrooms with no baseline. There has not been a baseline for implementing SEL during classroom instruction.</p> <p>2. In 2023-24, students received academic intervention who exhibited learning loss per data collected each trimester.</p>	<p>1. Every teacher will implement weekly activities. Survey will be created by elementary SEL committee regarding implementation.</p> <p>2. 100% of students exhibiting learning loss will receive support through at least 1 intervention as measured by data collected by Aspen Leadership Team.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Provide additional instruction and/or intervention in class to students to address learning loss.	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified Transitional Kindergarten and Kindergarten will focus on providing supplemental activities for students to build fine motor skills. 0 None Specified None Specified 1st-5th Focus on essential standards, writing-reteaching foundational skills, Moby Max, ReadWorks 0 None Specified None Specified Provide academic support when a student is absent for an extended time.
5.2	SEL activities will be sent out weekly to teachers to implement to support connections/school belonging.	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified School Counselor will send out weekly resources to be implemented during class time.
5.3	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.	All Students including SWD, EL, SED, GATE, Hispanic, African American.	0 None Specified None Specified School Counselor will create survey for teachers to take at the end of the 2024-2025 school year.
5.4	Offer virtual tutoring as an academic support for students provided by TOHS tutors and CLU students.	All Students including SWD, EL, SED, GATE,	0 None Specified None Specified



		Hispanic, American.	African	College and High School tutors will be used to help support students identified as having learning loss.
5.5	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.	EL		0 None Specified None Specified Small groups of students will receive Smarty Ants and Imagine Learning intervention two times a week for 30 minutes. 0 None Specified None Specified 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).
5.6	Homework Club will be offered to students to help with academic skills and work completion.	All Students including SWD, EL, SED, GATE, Hispanic, American.	African	None Specified None Specified Homework Club will be offered to students to help with academic skills and work completion. Cost included in Goal 1 and 2.

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This goal was implemented during the 2023-2024 school year. For the 2024-2025 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.

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.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$75,088.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$31,100.00
OTRM	\$11,988.00
4EEF	\$500.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$31,500.00

Subtotal of state or local funds included for this school: \$75,088.00

Total of federal, state, and/or local funds for this school: \$75,088.00

# 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.)	31,500.00	0.00
4EEF	500.00	0.00
0TRM	11,988.00	0.00
0010	31,100.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	31,100.00
0TRM	11,988.00
4EEF	500.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	31,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	4,000.00
1000-1999: Certificated Personnel Salaries	33,488.00
2000-2999: Classified Personnel Salaries	18,500.00
4000-4999: Books And Supplies	18,600.00
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
0001-0999: Unrestricted: Locally Defined	0010	4,000.00
1000-1999: Certificated Personnel Salaries	0010	7,000.00
2000-2999: Classified Personnel Salaries	0010	2,500.00
4000-4999: Books And Supplies	0010	17,600.00
1000-1999: Certificated Personnel Salaries	OTRM	11,988.00
5000-5999: Services And Other Operating Expenditures	4EEF	500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	14,500.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	16,000.00
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	37,988.00
Goal 2	6,000.00
Goal 3	30,600.00
Goal 4	500.00
Goal 5	0.00

# School Site Council Membership

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






- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Shane Craven	Principal
Kira Wagner	Parent or Community Member
Mandy Liston	Parent or Community Member
Jackie Wellen	Parent or Community Member
Andi Massi	Parent or Community Member
Lacey Embree	Parent or Community Member
Stacey Coombe	Other School Staff
Sheala Larimer	Classroom Teacher
Tammi Berman	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 28, 2024.

Attested:



Principal, Shane Craven on 08/30/2024
SSC Chairperson, Jackie Wellen on 09/03/2024

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023