

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Aviation Elementary School	19651696023816		

Purpose and Description

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

Schoolwide Program

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

In alignment with the Wiseburn Unified School District Local Control Accountability Plan and in meeting the ESSA requirements, Aviation Elementary School has set the following goals for the School Site Plan for Student Achievement:

Goal 1: Safety: Aviation Elementary School will ensure equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, as well as programs and resources to ensure their social-emotional wellbeing.

Custodial staff will complete daily/weekly/monthly tasks as outlined in district approved job descriptions. Custodial staff, district maintenance crew and office staff will consult regularly to address facility issues and concerns. 100% of teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports. Administration will maintain an equitable condition of learning for all students and assist with maintaining a safe and secure campus. Aviation Elementary School will continue to provide all students access to approved instructional materials in print or electronic formats as reported in the SARC report.

Goal 2: Student Centered: Aviation Elementary School will ensure an instructional program that is focused on supporting individual student growth and achievement, as well as social-emotional development, by creating systems that meet the needs of all students.

The STAR Assessment program is implemented school-wide as both a universal screening tool and a progress monitoring tool for all students. Both assessments are used to determine placement in reading intervention programs offered during and after school. STAR benchmark assessments are

administered 4 times per year. Accelerated Reader reports are generated on demand and help students, teachers, and parents monitor student progress. The TOPS (The Opportunity to Praise Students) reports results after each quiz is taken and can be printed, if requested. Students have individual folders which identify their current reading range and progress towards their semester goal.

In the area of literacy, all students will be developing their writing skills with the implementation of Writers Workshop school wide. Students will write, narratives, informational and opinion throughout the school year. Staff will receive support from a Writing TOSA three days a week.

The CARE Counseling Team implements strategies on a three tier level to meet the needs of our student's social emotional needs. Each tier is designed to address a certain level of need: Tier 1 - is universal support that are accessible to all students, Tier 2 - are more targeted intervention and supports for some students and finally, Tier 3 - is intensive intervention and supports for few students. The three tiered model has been designed to maximize the effectiveness of the counseling program.

Goal 3: Future Ready: Aviation Elementary School will ensure that students are equipped for future success by focusing on collaboration, critical thinking, problem solving, and creativity across all curricular areas while also nurturing student growth as confident, resilient learners, and responsible citizens.

In order to best prepare students for future success, Aviation School must provide robust learning experiences and opportunities that mirror an increasingly collaborative and technology-driven workforce and world.

Goal 4: Community and Collaboration: Aviation Elementary School will increase family and community involvement in school activities and decisions and ensure regular communication with families through multiple formats.

Parent Nights offered throughout the school year to provide families with resources to support student learning and engagement. Aviation Elementary School offers parent education nights to support school technology programs, math instruction, and resources on how to best support students' social-emotional needs.

Implementation of the school-wide BEST (Be Responsible, Effort All the Way, Safety First, Treat All with Respect) system encourages positive behavior across school settings provides direct support to students and on the playground through the Friendship Square and other PBIS (Positive Behavior Intervention Supports) sponsored activities. Students receive positive behavior incentives to put their BEST effort into school each day. Students are recognized for Being Responsible, demonstrating Effort, being Safe, and Treating all with respect (BEST). Representatives from each grade level support the PBIS program and assist in developing incentives, surveys, and systems to allow students and teachers to monitor their individual effort.

Goal 5: Organizational Strength: Aviation Elementary School will regularly evaluate and manage organization procedures and practices in order to maintain a strong fiscal position in support of advancing school site goals.

We assure WUSD will manage the District as a whole, as well as individual school sites, with prudent and effective organizational procedures and practices. This includes appropriate and effective internal controls that are regularly evaluated and improved, as needed. We assure the

development of our team of district personnel, administrators, school site council and other stakeholder and we seek to implement best practices in the vital areas required to operate Aviation Elementary School. Wiseburn further commits to maintaining a strong fiscal position that, to the extent possible, supports the high-quality advancement of our commitments in a fiscally prudent and equitable manner.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Aviation Elementary School values input from all educational partners on key topics such as safety, academic programs, school communication, homework, safety, school environment, and overall satisfaction with the school.

We received 92 responses from families:

Third Grade = 36

Fourth Grade = 31

Fifth Grade = 32

My child has demonstrated continued growth in the following curriculum areas this school year:

Reading/ Language Arts:

Strongly Agree: 53.8%

Agree: 45.1%

Disagree: 1.1%

Strongly Disagree: 0.0%

Writing

Strongly Agree: 45.1%

Agree: 51.6%

Disagree: 1.3%

Strongly Disagree: 0.0%

Math:

Strongly Agree: 46.1%

Agree: 48.3%

Disagree: 5.6%

Strongly Disagree: 0.0%

Staff members set high academic expectations for all students.

Strongly Agree: 40.7%

Agree: 47.3%

Disagree: 2.2%

Strongly Disagree: 2.2%

My child feels safe at Aviation Elementary School

Strongly Agree: 54.3%

Agree: 42.4%

Disagree: 0%

Strongly Disagree: 2.2%

The responses to the open ended questions were gathered and synthesized. Additional school programs and attribute were also measured on this needs assessment.

Classroom Observations

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

Formal observations are made through the professional development process, which allows administrators to determine progress towards individual goals set in alignment with the California Standards for the Teaching Profession. Informal observations are conducted weekly and provide quality information specifically focused on growth towards implementation of California State Standards and the use of commonly designed lessons. It has been determined that more time needs to be dedicated for teachers to meet with their respective grade levels for collaboration in order to better implement the state standards in Language Arts and Mathematics. During the 2022-23 school year Aviation Elementary School committed to offering Teacher Collaboration Time (TCT) twice per week to allow teachers to work together to develop cohesive instructional practices across the English Language Arts curriculum, Mathematics curriculum and Science curriculum. For the 2022-23 school year TCT time will support continued teacher collaboration and curriculum planning in the area of various online learning resources to include Writers Workshop, SEL, Science, STMath, STAR Reading, STAR Math and strategies related to CGI (Cognitive Guided Instruction) mathematics.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The California Assessment of Student Performance and Progress is given to students in grades 3rd - 5th at Aviation Elementary School in both Math and English Language Arts (ELA). The analysis of state testing data serves as the basis for the setting of district, school and grade level goals. The SBAC consortium created Interim Assessment Blocks (IABs) for schools to use as practice to guide instruction. In 2018, the district determined all 3rd-5th grade students would complete interim assessments. This practice will support all students in reaching benchmark standards on the annual CAASPP assessments and allow grade level teams work together to analyze data and determine next steps in instruction.

In order to support our subgroups primarily our English Language Learners, we continue to analyze student performance data on the English Language Proficiency Assessments for California (ELPAC) test to determine areas of strength and challenge. Staff training supports teachers and parents in understanding and analyzing the results of the new assessment system which is aligned to the California ELD standards. Local and state assessment measures highlight the progress made our our ELL population in both ELA and Math over the last two years.

Aviation Elementary School uses multiple measures as a tool used for analyzing state and district assessment data. STAR Assessment baselines are established to determine overall trends, and disaggregate student data studied to provide a clear picture of how students perform academically in relation to grade level state standards. At staff meetings and grade level meetings staff members review quarterly grade level assessments to monitor student growth and progress. This plan allows teachers to monitor and improve instructional practices. Teachers give local benchmark assessments that provide data, which allows for appropriate next-step instructional decisions.

In Language Arts and math teachers use pre and post-tests provided within adopted textbooks. At the end of each trimester, teachers record and share within grade levels their post test results in Language Arts and math. Students who are not achieving proficiency are identified for tier 1 and 2 strategic classroom intervention or recommended for screening for reading intervention designed to meet the individual needs of students performing below grade level. All students participate in STAR Assessments and intervention students are assessed through Literably. Students participating in reading intervention may take the assessment more frequently to monitor progress.

Common assessments in core curricular areas are utilized by classroom teachers. Individually and within grade-level teams, Aviation Elementary School teachers use the English Language Proficiency Assessment of California (ELPAC) results, STAR Reading, Wonders assessments and Accelerated Reader to monitor the progress of students. Modification of instruction and accommodations is provided by teachers to students as needed utilizing differentiated instructional practices in the classroom. Some students may be referred to a Student Study Team (SST). Language Arts and math are the areas of focus for intervention.

The use of data to modify instruction and improve student achievement has become a standard practice in the Wiseburn Unified School District. Student progress is monitored by on-going classwork, homework, and interventions to support students not meeting grade level standards. These students need additional supports and substantial improvement to be successful in future classes. Students nearly meeting standard can comprehend and complete tasks near grade level standards. Students meeting standards can complete complex tasks at their current level and demonstrate the knowledge and skills for success in future classes. These students are on track for college and career readiness. Students exceeding the standard are performing at the high end of their grade level standards have the appropriately challenged throughout differentiated and rigorous instruction. Students in this performance group are on track for college and career readiness.

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

Student progress is monitored by pre-test, post-tests, and intervention outcomes. During the first month of school students are given baseline testing to determine independent levels in language arts and mathematics. STAR is used as a baseline to document, support, and guide teachers to challenge students at their independent reading levels. At the end of each quarter, students take benchmark tests in reading and math. This data is shared with the grade level to determine intervention candidates, SST referrals, and individualized plans of support. Teachers provide strategies to challenge students and measure their growth throughout the year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers and staff meet the highly qualified requirements of the Elementary and Secondary Education Act. Aviation Elementary School teachers share grade level responsibilities to enhance curriculum assignments and assessments.

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

We have been privileged to have consultants work with staff members to facilitate the alignment of current programs and materials to the California State Standards. ELA series through McGraw-Hill, Wonders, is being implemented district wide to support ELA standards. Teachers have time to collaborate with one another twice a week to align instruction and curriculum practices.

With the adoption of McGraw-Hill "My Math", all teachers continue to use and implement new math strategies. The district and school provided funding for teachers to continue developing their understanding of CGI (Cognitively Guided Instruction) practices which include providing with release time to analyze student work and attend 10 math lab days specific to CGI practice. The District purchased Spatial Temporal (STMath) and STAR Math as resources to enhance opportunities to think critically and problem-solve standards based math activities.

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

An annual meeting takes place at the start of each year with site and district Guiding Coalition teams to review SBAC results and to determine areas of need, focus, or emphasis. Data from the site and district is compiled and analyzed to determine district-wide priorities. This information is analyzed and presented to district administrators who, in turn, take the information to their staffs and School Site Councils as part of the ongoing conversation. Based upon the results of the achievement data, teacher input, and current district goals, professional development concepts are identified and prioritized through the work of teachers, administrators, and district office staff.

Additional areas of concentration may emerge such as technology, classroom management, or the learning styles of students with special needs. Activities are aligned to the Local Control and Accountability Plan (LCAP). The substantial, measurable and positive impact on student achievement is monitored annually and presented to the School Board to eliminate the achievement gap noted for any subgroup of students as well as continued district-wide progress.

Aviation Elementary School staff has continued their relationship with the Cotsen Foundation for the Art of Teaching. Seven of our Aviation Elementary School teachers participate in the Cotsen's Mentorship throughout the school year. A goal for the upcoming school year is to continue to provide teachers with professional development opportunities to gain knowledge on Writers Workshop, SEL, Science and CGI practices. In addition, give teachers time to work with grade level colleagues on strategies to support math instruction, analyzing student data, and develop assessments aligned with the current math standards.

At Aviation Elementary School, effective teaching strategies for instruction have at their core consistently and clearly communicated high-level expectations for students. Grade Level Teams function as a Professional Learning Community, following the work of Richard and Rebecca Dufour. At grade level meetings teachers analyze student work, share instructional strategies and develop common assessments.

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

- Talking Teaching Network- Senior researchers guide our work in implementing of the Essential Standards in both math and ELA. In addition to monthly administrator workshops, they are available by email to answer questions.
- CARE Counseling Team- The counselors supports all students with positive behavior supports and see groups and individual students to address social-emotional needs that may be affecting their academic performance and general well-being.
- BTSA for new teachers - The Wiseburn Unified School District provides a teacher mentoring program as part of a Beginning Teacher Support and Assessment (BTSA) consortium.
- CGI staff development via Momentum to continue development in the area of CGI.
- District funded additional time for teacher planning.

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

Aviation Elementary School teachers use grade level planning to discuss learning styles and curriculum choices to support student learning. At Aviation Elementary School parents and teachers work together through School Site Council (SSC) and LCAP meetings to identify strengths and challenges and set priorities for funding.

Teaching and Learning

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

The learning environment of Wiseburn supports the goal of excellence for all students in learning a rich, meaning-focused, curriculum promoting high academic standards and equal access to this curriculum. Support services are designed to ensure that each student actively participates and that early intervention strategies and necessary resources are available for student success. All curriculum, instruction and materials are aligned to the California State Content Standards and most importantly, all teachers, support staff and administrators believe in the ability of every student to be successful in school.

The Wiseburn Unified School District's curriculum includes Language Arts, Mathematics, science, history-social science, physical education, as well as visual and performing arts. The elementary school program addresses the child as active, intellectually curious, and eager to learn about the world and the people in it. The elementary curriculum is designed to relate to the students' developmental stages while acknowledging that children develop at different rates. 1Aviation Elementary School provides every student with books to meet the state and district requirements. Teachers take part in staff development days to enhance their knowledge of state standards. The Wiseburn Unified School District uses McGraw Hill Wonders series as the core program for Language Arts and My Math for Mathematics. The process for planning, monitoring, and improving is continuous and focused on student learning and increased academic success.

Aviation Elementary School has high expectations for academic achievement reflected by a school-wide belief that all students can learn. High academic standards and an emphasis on every student in the school operating at a level of challenge permeate the discussions in the school of student progress, decisions about placement, and the implications of those decisions. Timely and regular opportunities are available for parents, teachers, guidance staff, and students to confer about students' progress, choices, and the possible consequences of their decisions. Students' daily work is at a level of difficulty which both challenges them to learn and grow as well as provide experiences of success and competence in learning. Students are coached by the teacher as they practice and apply previously learned material. Teachers encourage and guide students to think and communicate about what they are learning. Teachers respond in a timely manner to student work to verify comprehension, especially during early practice of new skills. Learning time is extended through regular homework, which is integral to the learning task and which challenges students to apply what they have learned. Flexible grouping allows for all students to develop academic skills as well as participate successfully in group processes. The entire school staff reinforces high academic standards and expectations for all students through these school policies and procedures.

Teachers meet frequently within and across grade levels and disciplines as well as with instructional support staff to plan and discuss how to coordinate instruction. The selection of instructional materials, the design of lessons and assignments, as well as the determination of the scope and focus of assessment are coordinated and aligned with the knowledge, skills, and values defined in the goals and objectives of the site and district goals. The sequence of instruction progresses from an emphasis on basic-skills to application.

All teachers are highly qualified and fully credentialed and are supported by a fully credentialed Resource Specialist and a Special Day Class teacher, speech teacher and music teacher.

The Wiseburn Unified School District offers a full range of special programs and services for identified students. The District is committed to providing appropriate high quality services for students with special needs with an emphasis on collaborative and inclusive models including a resource specialist program, special day class, occupational therapy and speech services. Access to information is provided on an equitable basis to students who are learning English, economically disadvantaged, receiving special education services, advanced students as well as students of

average ability. School scheduling practices allow for student participation in the core curriculum as well as support service programs where needed.

Evaluation of students' strengths and progress is systematic and ongoing, and it includes a broad range of assessment methods. Evaluation reflects the purposes of the curriculum and includes: (1) teachers' informal and formal evaluations of students' participation and achievement related to both individual and class objectives (2) performance assessment on students' performance are collected (e.g., by using portfolios of student work, tests, and homework) along with data on the quantity and type of work accomplished. Feedback is provided regularly in formal ways to students and parents through test scores, rubrics, twice-a-year progress reports, twice-a-year parent conferences, twice-a-year report card grades, and monthly student success awards. Feedback is also provided informally to students and parents through verbal and written comments about work and to parents at daily pick-up and through e-mail. Teachers regularly use student work to evaluate, adjust, and plan future instruction.

The learning environment of the Wiseburn Unified School District supports the goal of excellence for all students by providing high academic standards and equal access to their curriculum. The school program provides support services designed to ensure that each student actively participates in daily activities. Early intervention strategies and special resources are available for student success. Standards of academic performance that are in alignment with the California State Standards have been adopted and teachers, specialists, support staff and administrators believe in the ability of every student to be successful in school.

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

Teachers use instructional minutes to identify ways to support students in the classrooms, and through intervention classes. All students have access to standards-based materials for Language Arts and Math. McGraw-Hill was selected and is being used to address Mathematics and English Language Arts Standards.

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

At Aviation Elementary School grade levels balance the pacing of Language Arts and Mathematics programs/lessons to allow for universal access time, whereby, teachers can team and share various levels to support students in class and through assignments for homework. Teachers keep realistic checks and balances on the degree of difficulty of assignments and time spent on curriculum and intervention programs. Currently, Aviation Elementary School has three Language Arts intervention classes. Using data, intervention classes are restructured every eight weeks to ensure the students with the most deficiencies are receiving supports.

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

All students receive standards based instruction in the areas of Language Arts, Mathematics, and Physical Education. All students have access to curriculum materials for their particular grade level. All subgroups, including English Learners, Gifted and Talented, and Socioeconomically Disadvantaged students receive support to increase academic achievement. Timelines are established for monitoring purposes and are aligned to semester assessments and goals. The district purchased English Language Arts materials from McGraw-Hill which include supplemental materials to support ELD, Special Education, and students attending intervention. All supplemental materials are purchased based on common core standards. Standard based materials are available to all students and subgroups.

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

Staff members help students experience a clear, organized, sequential progression in their learning from grade to grade helping them understand how, what they learn prepares them for middle school, high school and beyond. The Wiseburn Unified School District adopted McGraw-Hill My Math to provide a rigorous academic mathematics program with high expectations and interventions for all students needing more time and academic support. Simple Solutions is used for math support in 3rd grade. In addition, the district is providing training throughout the school year to support teachers with their development in Cognitively Guided Instruction (CGI) in math and, for reading intervention, Fountas and Pinnell in Language Arts instruction.

Opportunity and Equal Educational Access

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

Aviation Elementary School will utilize STAR assessment data to monitor student comprehension. Teachers look at grade level averages on assessments to measure growth and determine what they can do collaboratively to bring all students to proficient or above levels.

The core program for our students at Aviation Elementary School and an emphasis on strong first teaching, provides enough support to reach proficiency levels of our students. The students who are not yet proficient will participate in tier 2 small group targeted classroom interventions. For those students who need additional support beyond the classroom, the reading intervention program extends their school day to provide tier 3 intensive support in reading.

The Aviation Elementary School Special Education Team (the RSP teacher, the SDC teacher, the school psychologist, the school counselor, the speech pathologist and the principal) will create and present a series of trainings on Response to Intervention (RtI) program to articulate and build an RtI program to meet the needs of all students within the general education program. At the core of RtI is a belief that with the proper supports in place, all students can meet the grade level standards at high levels and show proficiency. Students are administered quarterly common grade level baseline Language Arts and Math. In addition, tier 1, tier 2 and tier 3 supports for student behavior are being identified and implemented through the school PBS program and in all areas of the school.

Positive Behavior Supports (PBS) has been guided by the site administration and PBS Team. At Aviation Elementary School, BEST (Be Responsible, Effort all the way, Safety first, Treat all with respect) has been implemented with a behavior matrix and positive incentives to support the academic behaviors of school. In 2022 - 2023 we are expanding our PBS to track data of our BEST slips (Students caught being their BEST) and utilizing Educators Handbook (Students making bad choices) to refine our plan. We are focusing on the lunch area for additional positive support and looking into funding for additional playground resources to support students during free play. Weekly and quarterly assemblies take place to recognize students who are reaching their BEST goals. Through the use of Educators Handbook teachers enter data to target problem areas around campus.

Evidence-based educational practices to raise student achievement

Aviation Elementary School teachers use a multitude of research based strategies to increase student achievement. Such strategies include collaboration, grouping, differentiated instruction, use of data for instructional decision-making, technological tools and universal screening tools.

Parental Engagement

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

Aviation Elementary School PTA provides services to all students through our Family Nights (Movie night, Dance Night, PS Arts and Craft night). Community volunteers typically meet weekly with students for the Read to A Child program, to build a child's reading comprehension skills and develop positive relationships with adults within the Wiseburn community. Another program used to support our families is our Gifted and Talented Education Program (GATE), which provides beyond-the-bell enrichment as well as Parent Nights and family-based activities for students in GATE.

The Wiseburn Unified School District is also proactive in helping students make healthy lifestyle choices as a means to encourage lifelong learning. Our Physical Education Program provides lessons to help students maintain an active and healthy lifestyle. As of the 2022-23 school year the Wiseburn Unified School District has provided funding to increase the level of Arts education for our students and families in music.

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

The development of the Con-App is coordinated through a review of the Single Plan for Student Achievement which is a collaborative effort between the School Site Council, administration and school staff.

Funding

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

Services provided through Categorical Funding include our site level interventions. The district has recently expanded the support level for our 56 English Language Learners through LCAP Supplemental funds. We receive continuous support to fund our reading intervention program for more than 60 students. Title 1 funding, which is based on Aviation Elementary School's free and reduced lunch participation, is used to help purchase resources such as Simple Solutions in Math and Grammar to provide additional support to help close the achievement gap for students struggling academically in third grade.

Through the use of Title 1 funds, there is support for students in the areas of Language Arts and Math. Site goals have been established to support students who are not meeting the goals in Language Arts and Math. In addition, the District provides supplemental funds to support these goals. Intervention classes have been added to support students in the area of mathematics. Push-in/pull-out aides provide additional support to students learning under the direction of classroom teachers. Utilizing feedback from classroom teachers, the site administration team meet to augment existing programs and maximize their feedback and professional learning activities to provide realistic support for teachers. District and site funding provides teachers with additional release time to collaborate with grade level colleagues.

At the state level, we analyze student performance on CAASPP and ELPAC testing, determining areas of strength and challenges. This analysis serves as the basis for the setting of our district, school, and grade-level goals. Teachers are also able to give local benchmark assessments that provide data about "Proficiency Over Standards" which allow for appropriate next-step instructional decisions. The use of data to modify instruction and improve student achievement has become a standard of practice in the Wiseburn Unified School District.

As part of our intervention model, teachers review the data of students not achieving at proficient levels to determine additional levels of support. Administrators and intervention team members continue to support all teachers by sharing resources, data and time. Teachers meet the needs of a variety of learning levels through grade level groupings and flexible grouping within individual classes.

Fiscal support (EPC)

Aviation Elementary School is the recipient of Title 1 funds, which are used to reduce the student staff ratio in the classroom. Title 1 funding allows students to work in small groups at their independent level, and receive staff assistance needed for attaining instructional success. Title 1 funds are also used to purchase instructional materials.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The stakeholders involved in developing the School Plan for Student Achievement (SPSA) include the School Site Council (SSC), English Language Advisory Committee (ELAC), parents, students, teachers, and other committees play key roles in reviewing and updating the school site plan each

year. Information gathered from a Current Needs Assessment surveys is brought together each fall and reviewed by the administrative team. The survey results and draft school goals are then brought to the School Site Council to discuss and review. The administrative team then revises the actual plan, sending it to the School Site Council members each January. The School Site Council then formally approves the plan, and it is sent to the School Board to review and adopt.

Resource Inequities

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

Based on data from the most current needs assessment from parents, there are no resource inequities at Aviation Elementary School.

School and Student Performance Data

Student Enrollment

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.23%	0%	1	1	0
African American	7.9%	7.01%	8.76%	35	31	38
Asian	3.8%	4.07%	4.15%	17	18	18
Filipino	2.0%	2.71%	1.38%	9	12	6
Hispanic/Latino	57.4%	55.43%	57.6%	255	245	250
Pacific Islander	0.7%	0.23%	0.69%	3	1	3
White	16.0%	18.10%	17.97%	71	80	78
Multiple/No Response	11.7%	11.99%	8.99%	52	53	39
Total Enrollment				444	442	434

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 3	146	137	142
Grade 4	149	151	144
Grade 5	149	154	148
Total Enrollment	444	442	434

Conclusions based on this data:

1. Based on 2022/2023 data, race/ethnicity data indicates that 57.6% of our student population is Hispanic/Latino, a 2% increase from 2021-2022.
2. Based on 2022/2023 data, enrollment at Aviation Elementary School decreased by 8 students.
3. Grade level data for 2022/2023 indicates a grade level class average of 143 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	56	52	44	12.6%	11.8%	10.1%
Fluent English Proficient (FEP)	67	57	50	15.1%	12.9%	11.5%
Reclassified Fluent English Proficient (RFEP)	14	11	8	25.0%	20.75%	23.53%

Conclusions based on this data:

1. Based on 2022/2023 data, the number of identified English Learners decreased from 56 students in 2021 to 52 students in 2022 to 44 in 2023.
2. Based on 2022/2023 data, reclassification of students to RFEP status has continued to hold strong with 25% reclassified in 20/21, 20.75% in 21/22, and 25.53% in 22/23.2023.
3. Based on 2022/2023 data, the number of Fluent English Proficient students decreased from 67 in 2021 to 57 in 2022 to 50 in 2023, but this is tied to fewer EL students entering the district and being assessed.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	141	132	140	0	131	139	0	131	139	0.0	99.2	99.3
Grade 4	150	146	138	0	145	138	0	145	138	0.0	99.3	100.0
Grade 5	146	153	148	0	153	148	0	153	148	0.0	100.0	100.0
All Grades	437	431	426	0	429	425	0	429	425	0.0	99.5	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2446.	2457.		33.59	35.97		22.90	28.78		25.19	21.58		18.32	13.67
Grade 4		2494.	2482.		33.10	30.43		28.28	28.26		21.38	17.39		17.24	23.91
Grade 5		2543.	2542.		38.56	35.14		28.10	31.08		16.99	19.59		16.34	14.19
All Grades	N/A	N/A	N/A		35.20	33.88		26.57	29.41		20.98	19.53		17.25	17.18

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		26.72	20.14		58.02	68.35		15.27	11.51			
Grade 4		21.38	21.74		64.83	63.77		13.79	14.49			
Grade 5		33.99	27.70		54.25	60.14		11.76	12.16			
All Grades		27.51	23.29		58.97	64.00		13.52	12.71			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.43	34.53		56.49	52.52		19.08	12.95
Grade 4		26.21	25.36		56.55	58.70		17.24	15.94
Grade 5		35.29	36.49		51.63	54.73		13.07	8.78
All Grades		28.90	32.24		54.78	55.29		16.32	12.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.27	15.11		74.05	74.82		10.69	10.07
Grade 4		15.17	10.14		73.79	75.36		11.03	14.49
Grade 5		18.30	17.57		71.90	72.97		9.80	9.46
All Grades		16.32	14.35		73.19	74.35		10.49	11.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.32	21.58		64.12	66.19		17.56	12.23
Grade 4		15.86	13.04		73.10	72.46		11.03	14.49
Grade 5		30.07	18.24		54.90	68.24		15.03	13.51
All Grades		21.68	17.65		63.87	68.94		14.45	13.41

Conclusions based on this data:

1. Based on 2022/2023 data, in Overall Achievement for all students table, 33.88% of students Exceeded Standard while 29.41% of students Met Standard.
2. Based on 2022/2023 data, grade level analysis of ELA claims reveals that Listening continues to be an area of strength with 14.35% scoring Above the Standard and 74.35% scoring At or Near the Standard.
3. Based on 2022/2023 data, grade level analysis of Reading claims reveals 23.29% of students scored Above Standard and 64% of students scored At or Near Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	141	132	140	0	131	139	0	131	139	0.0	99.2	99.3
Grade 4	150	146	138	0	146	138	0	146	138	0.0	100.0	100.0
Grade 5	146	153	148	0	153	148	0	153	148	0.0	100.0	100.0
All Grades	437	431	426	0	430	425	0	430	425	0.0	99.8	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2447.	2455.		21.37	28.78		34.35	31.65		25.95	23.02		18.32	16.55
Grade 4		2490.	2488.		21.23	23.19		34.93	28.99		28.77	31.88		15.07	15.94
Grade 5		2516.	2529.		25.49	27.70		21.57	27.03		30.72	29.73		22.22	15.54
All Grades	N/A	N/A	N/A		22.79	26.59		30.00	29.18		28.60	28.24		18.60	16.00

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		27.48	36.69		59.54	51.08		12.98	12.23	
Grade 4		29.45	30.43		51.37	48.55		19.18	21.01	
Grade 5		26.14	29.73		50.98	54.73		22.88	15.54	
All Grades		27.67	32.24		53.72	51.53		18.60	16.24	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.72	35.97		56.49	44.60		16.79	19.42
Grade 4		19.18	26.81		62.33	52.17		18.49	21.01
Grade 5		25.49	24.32		52.94	54.73		21.57	20.95
All Grades		23.72	28.94		57.21	50.59		19.07	20.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.43	28.06		63.36	56.12		12.21	15.83
Grade 4		25.34	25.36		58.90	55.80		15.75	18.84
Grade 5		20.92	15.54		57.52	68.24		21.57	16.22
All Grades		23.49	22.82		59.77	60.24		16.74	16.94

Conclusions based on this data:

1. Based on 2022-2023 data, in the Overall Achievement for all Students in Mathematics, 26.59% of students Exceeded Standard and 29.18% Met Standard.
2. Based on 2022/2023 data, a future focus for students will be in the area of Problem Solving and Modeling/Data Analysis with 20.47% of students not meeting the standards.
3. Based on 2022/2023 data, student achievement remained consistent in the area of Communicating Reasoning with 83.26% exceeded/met in 2021/22 and 83.06% exceeded/met 2022/23.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	1464.3	1501.0	1505.8	1446.9	1494.5	1499.2	1481.1	1507.2	1512.2	17	16	13
4	1511.9	1514.4	1522.9	1515.4	1511.1	1511.1	1508.0	1517.2	1534.1	21	16	14
5	1531.1	1531.1	1542.5	1529.6	1518.2	1522.5	1532.3	1543.6	1562.1	19	19	15
All Grades										57	51	42

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
3	11.76	12.50	15.38	47.06	56.25	53.85	29.41	31.25	23.08	11.76	0.00	7.69	17	16	13
4	9.52	12.50	7.14	61.90	50.00	71.43	19.05	31.25	21.43	9.52	6.25	0.00	21	16	14
5	26.32	26.32	33.33	36.84	52.63	60.00	26.32	5.26	0.00	10.53	15.79	6.67	19	19	15
All Grades	15.79	17.65	19.05	49.12	52.94	61.90	24.56	21.57	14.29	10.53	7.84	4.76	57	51	42

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
3	23.53	25.00	30.77	41.18	56.25	53.85	17.65	18.75	15.38	17.65	0.00	0.00	17	16	13
4	38.10	37.50	42.86	47.62	37.50	57.14	9.52	25.00	0.00	4.76	0.00	0.00	21	16	14
5	47.37	36.84	26.67	36.84	42.11	66.67	5.26	10.53	0.00	10.53	10.53	6.67	19	19	15
All Grades	36.84	33.33	33.33	42.11	45.10	59.52	10.53	17.65	4.76	10.53	3.92	2.38	57	51	42

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
3	11.76	6.25	15.38	35.29	37.50	38.46	35.29	43.75	38.46	17.65	12.50	7.69	17	16	13
4	4.76	0.00	7.14	23.81	43.75	57.14	52.38	37.50	28.57	19.05	18.75	7.14	21	16	14
5	10.53	15.79	26.67	26.32	26.32	13.33	52.63	42.11	53.33	10.53	15.79	6.67	19	19	15
All Grades	8.77	7.84	16.67	28.07	35.29	35.71	47.37	41.18	40.48	15.79	15.69	7.14	57	51	42

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
3	29.41	31.25	30.77	52.94	68.75	61.54	17.65	0.00	7.69	17	16	13
4	38.10	50.00	64.29	52.38	50.00	35.71	9.52	0.00	0.00	21	16	14
5	31.58	21.05	20.00	52.63	68.42	73.33	15.79	10.53	6.67	19	19	15
All Grades	33.33	33.33	38.10	52.63	62.75	57.14	14.04	3.92	4.76	57	51	42

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
3	35.29	37.50	46.15	35.29	56.25	53.85	29.41	6.25	0.00	17	16	13
4	42.86	12.50	28.57	52.38	81.25	71.43	4.76	6.25	0.00	21	16	14
5	57.89	68.42	73.33	36.84	26.32	20.00	5.26	5.26	6.67	19	19	15
All Grades	45.61	41.18	50.00	42.11	52.94	47.62	12.28	5.88	2.38	57	51	42

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
3	29.41	12.50	7.69	47.06	50.00	84.62	23.53	37.50	7.69	17	16	13
4	4.76	12.50	7.14	66.67	56.25	92.86	28.57	31.25	0.00	21	16	14
5	26.32	10.53	33.33	47.37	73.68	60.00	26.32	15.79	6.67	19	19	15
All Grades	19.30	11.76	16.67	54.39	60.78	78.57	26.32	27.45	4.76	57	51	42

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
3	11.76	18.75	23.08	64.71	81.25	69.23	23.53	0.00	7.69	17	16	13
4	9.52	18.75	35.71	66.67	75.00	57.14	23.81	6.25	7.14	21	16	14
5	5.26	31.58	20.00	94.74	63.16	73.33	0.00	5.26	6.67	19	19	15
All Grades	8.77	23.53	26.19	75.44	72.55	66.67	15.79	3.92	7.14	57	51	42

Conclusions based on this data:

1. Based on 2022/2023 data, in Overall Language, 81% of our English Language Learners scored a Level 4 (19.05%) or Level 3 (61.90%) on the ELPAC.
2. Based on 2022/2023 data, on the Oral Language components of the ELPAC students demonstrated a strength with 86.35% of our English Language Learners scoring a Level 4 (33.33%) or Level 3 (59.52%) on the ELPAC.

3. Based on 2022/2023 data, in the Listening Domain on the ELPAC students scores indicate 95.14% of students scored a Level 4 (38.1%) or Level 3 (57.14%) similar to outcomes for 2021/22.

School and Student Performance Data

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			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
434	29.3	10.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Aviation 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	10.1
Foster Youth		
Homeless	2	0.5
Socioeconomically Disadvantaged	127	29.3
Students with Disabilities	75	17.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	8.8
Asian	18	4.1
Filipino	6	1.4
Hispanic	250	57.6
Two or More Races	39	9
Pacific Islander	3	0.7
White	78	18

Conclusions based on this data:

1. Based on 2022/2023 data, Latino/Hispanic students are the most populated subgroup with 57.6% of the Aviation Elementary School student population.

2. Based on 2022/2023 data, English Learners represent 10.1% of the Aviation Elementary School student population.
3. Based on 2022/2023 data, socioeconomically disadvantaged students represent 29.3% of the Aviation Elementary School student population.

School and Student Performance Data

Overall Performance

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.

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.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Red	Suspension Rate Green
Mathematics Green		
English Learner Progress Green		

Conclusions based on this data:

1. Based on 2022/2023 data, we continue to demonstrate a High achievement/Green Level in English Language Arts.
2. Based on 2022/2023 data, we continue to demonstrate a High achievement/Green Level in Mathematics
3. Based on 2022/2023 data, we will make a plan of action to improve Chronic Absenteeism to move out of the Red zone on the dashboard.

School and Student Performance Data

Academic Performance English Language Arts

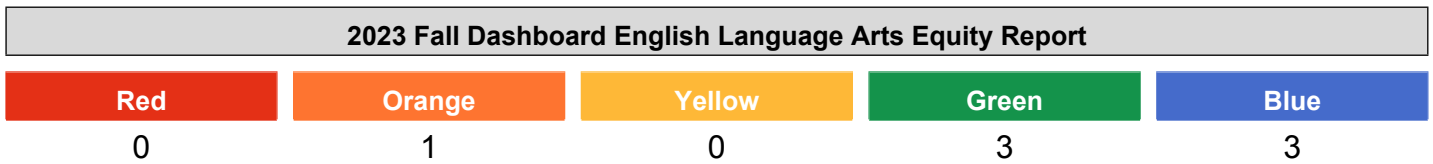
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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>All Students</p> <p>Green</p> <p>25.9 points above standard</p> <p>Maintained -0.7 points</p> <p>427 Students</p>	<p>English Learners</p> <p>Green</p> <p>2.8 points below standard</p> <p>Increased +7.3 points</p> <p>71 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>3.8 points below standard</p> <p>Increased +7.9 points</p> <p>151 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>32.5 points below standard</p> <p>Maintained +2.1 points</p> <p>85 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 26.2 points above standard Increased Significantly +23.9 points 38 Students	 No Performance Color 0 Students	35.8 points above standard Decreased Significantly - 17.2 points 18 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 10 points above standard Maintained +0.3 points 247 Students	 Blue 63.1 points above standard Increased +5.9 points 39 Students	Less than 11 Students 3 Students	 Blue 61.2 points above standard Maintained +0.8 points 76 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
45.6 points below standard Maintained -1.3 points 33 Students	34.4 points above standard Decreased Significantly -28.3 points 38 Students	32.4 points above standard Maintained -1.6 points 334 Students

Conclusions based on this data:

1. Based on 2022/2023 data, in the area of English Language Arts students identified as reclassified demonstrated 34.4 points above standard .
2. Based on 2022/2023 data, in the area of Language Arts, students currently identified as English Learners achieved 45.6 points below standards where as, our English Only students achieved 32.4 points above standard.
3. Based on 2022/2023 data, students with disabilities scored 32.5 points below standard which was consistent with data from 2021-22.

School and Student Performance Data

Academic Performance Mathematics

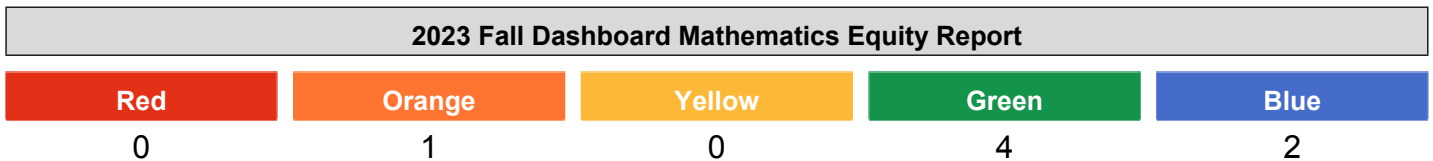
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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		
All Students Green 7.5 points above standard Increased +5.9 points 427 Students	English Learners Green 18 points below standard Increased +12.7 points 71 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Green 24.2 points below standard Increased +10.8 points 151 Students	Students with Disabilities Orange 41.1 points below standard Maintained -1.1 points 85 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 11.8 points below standard Increased Significantly +22.9 points 38 Students	 No Performance Color 0 Students	40.9 points above standard Increased +7.7 points 18 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.9 points below standard Increased +5.4 points 247 Students	 Blue 49.6 points above standard Increased Significantly +21.2 points 39 Students	Less than 11 Students 3 Students	 Blue 35.8 points above standard Increased +8.2 points 76 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
70.5 points below standard Decreased -8.9 points 33 Students	27.5 points above standard Decreased -7.2 points 38 Students	13.1 points above standard Increased +4.8 points 334 Students

Conclusions based on this data:

1. Based on 2022/2023 data, in the area of Mathematics students that had been reclassified demonstrated a 27.5 points above standard.
2. Based on 2022/2023 data, in the area of Mathematics students identified as socioeconomically disadvantaged scored 24.2 points below standard.
3. Based on 2022/2023 data, students with disabilities scored 41.1 points below standard which was consistent with data from 2021-22.

School and Student Performance Data

Academic Performance English Learner Progress

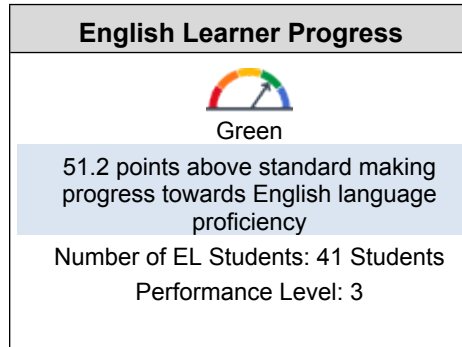
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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



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
7	13	0	21

Conclusions based on this data:

1. Based on 2022/2023 data, we are in the High achievement/Green performance level based on the performance of 41 students.
2. Based on 2022/2023 data, one area of focus will be to support our the 7 students that decreased one ELPI level in the coming year.
3. Based on 2022/2023 data, of the 41 EL students tested, 34 made progress or maintained their ELPI level.

School and Student Performance Data

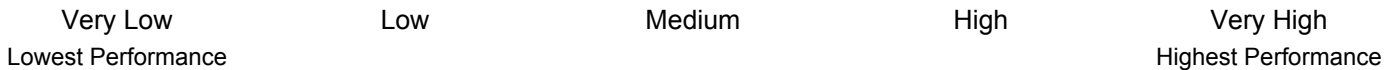
Academic Performance College/Career Report

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.

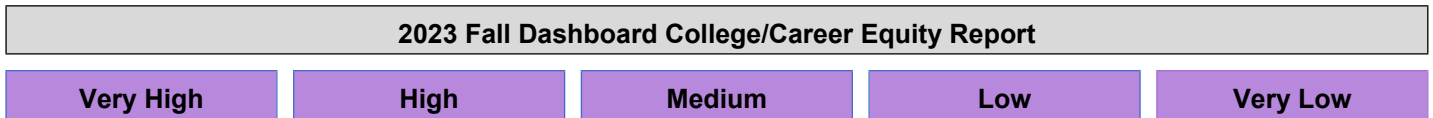
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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.”

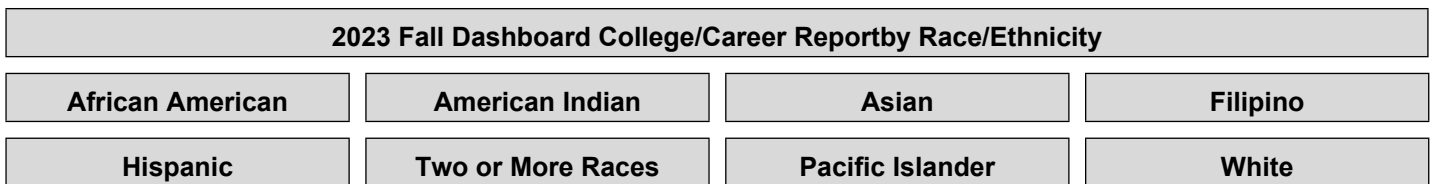
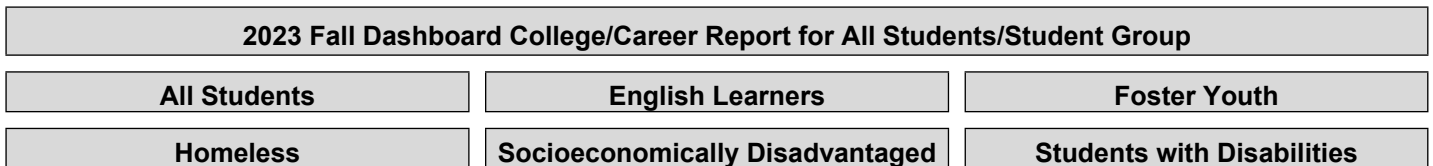
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

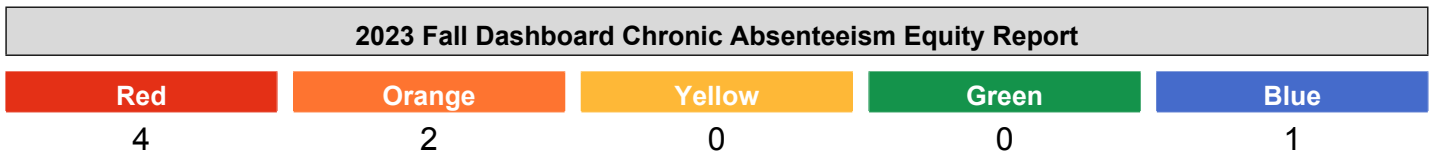
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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		
<p>All Students</p> <p>Red</p> <p>16.4% Chronically Absent</p> <p>Increased Significantly 3.2</p> <p>440 Students</p>	<p>English Learners</p> <p>Red</p> <p>22.7% Chronically Absent</p> <p>Increased 6.3</p> <p>44 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>27.4% Chronically Absent</p> <p>Increased Significantly 3.7</p> <p>157 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>25% Chronically Absent</p> <p>Increased 0.6</p> <p>88 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 10.5% Chronically Absent Increased 4.6 38 Students	 No Performance Color 0 Students	0% Chronically Absent Declined -5.6 18 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 20.9% Chronically Absent Increased Significantly 4 253 Students	 Blue 2.4% Chronically Absent Declined -3 41 Students	Less than 11 Students 3 Students	 Orange 13.8% Chronically Absent Maintained 0 80 Students

Conclusions based on this data:

1. Based on 2022/2023 data, we will put a plan together to move out of the Low achievement/Red for Chronic Absenteeism.
2. Based on 2022/2023 data, our Socioeconomically Disadvantage, English Learners, Students with Disabilities, and Hispanic students were in the low achievement/Red category

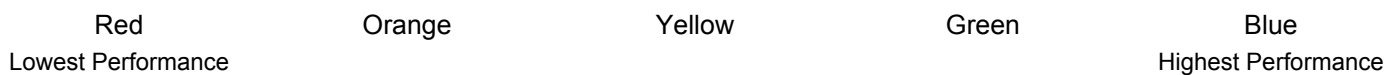
School and Student Performance Data

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.

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.

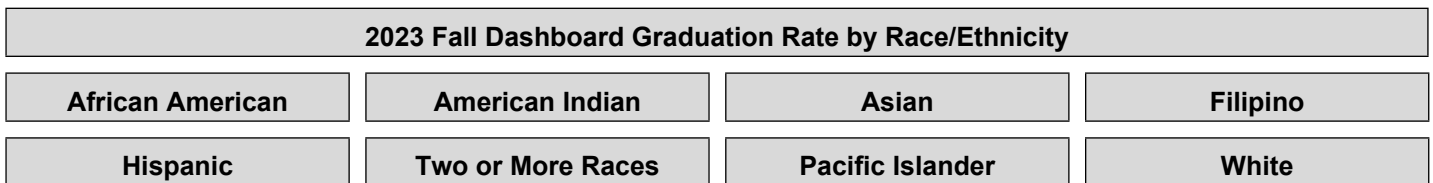
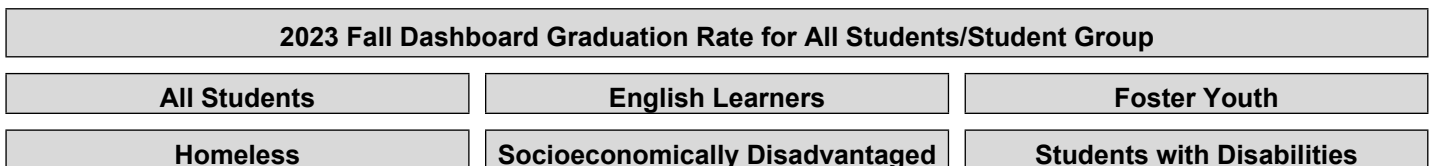
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

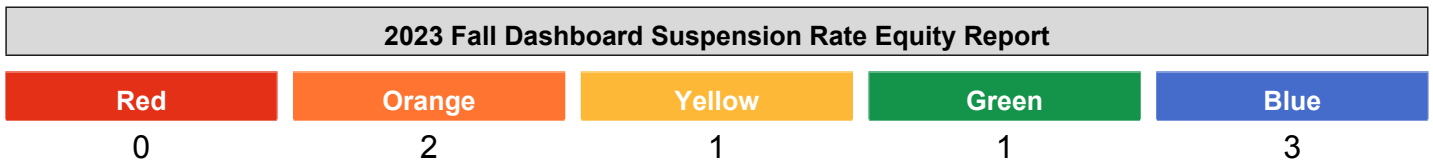
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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		
<p>All Students</p> <p>Green</p> <p>0.5% suspended at least one day</p> <p>Increased 0.5 442 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 44 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.6% suspended at least one day</p> <p>Increased 0.6 157 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 1.1 88 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 38 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 18 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.4% suspended at least one day Increased 0.4 254 Students	 Blue 0% suspended at least one day Maintained 0 41 Students	Less than 11 Students 3 Students	 Orange 1.2% suspended at least one day Increased 1.2 81 Students

Conclusions based on this data:

1. Based on 2022/2023 data, suspension rates increased by 0.5%

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safety

LEA/LCAP Goal

We assure that all stakeholders will have access to a safe learning environment both physically and emotionally and are assured that well-trained adults and children on campus will take reasonable actions to maintain the safety of all students.

Goal 1

Aviation Elementary School will ensure equitable conditions of learning to all students through safe, clean and secure campuses, access to highly qualified teachers and required materials, as well as programs and resources to ensure their social-emotional wellbeing.

Identified Need

Community health challenges related to COVID-19 create an increased need for our school site to maintain health and safety protocols in alignment with Los Angeles County Department of Health guidelines, as well as to ensure the continued mental health supports of our students and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual overall rating of 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports.	Annual overall rating of 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports.	Will continue to strive for an overall annual rating of 'good' or 'exemplary' on 100% of the district.
100% of teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports.	100% of teachers are fully credentialed and appropriately assigned.	Will continue to ensure 100% of teachers are fully credentialed and appropriately assigned.
100% of students have access to instructional materials in print or electronic formats as reported in site SARC reports.	100% of students have access to all instructional materials in print or electronic formats as reported in site SARC reports.	Will continue to provide all students access to all the instructional materials in print or electronic formats as reported in the SARC report.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students (100%) and staff are impacted.

Strategy/Activity

The Aviation Elementary School custodians and grounds crew will continue to complete their daily and weekly cleaning schedules, which have been adjusted to reflect increased cleaning and sanitation needs in the wake of COVID-19. In addition, our custodial team will continue to complete deep cleaning of our facilities during all breaks and summer vacation.

100% of teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports. We will continue to ensure all teachers are credentialed properly for their assigned positions and receiving necessary training required. Site Administration will help maintain an equitable condition of learning for all students and assist with maintaining a safe and secure campus.

Will continue to provide all students access to all the instructional materials in print or electronic formats as reported in the SARC report.

The CARE Counseling Team, implements strategies on a three tier level to meet the needs of our student's social emotional needs. Each tier is designed to address a certain level of need: Tier 1 - is universal support that are accessible to all students, Tier 2 - are more targeted intervention and supports for some students and finally, Tier 3 - is intensive intervention and supports for few students. The three tier model has been designed to maximize the effectiveness of the counseling program.

A Positive Behavior Support system will be provided to the entire school staff with oversight from school the CARE Counseling Team. Implementation of a school-wide BEST system to encourage positive behavior across school settings is spearheaded by the school who provides direct support to students and on the playground through the Friendship Square and other PBIS sponsored activities. Students receive positive behavior incentives to put their BEST effort into school each day. Students are recognized for Being Responsible, demonstrating Effort, being Safe, and Treating all with respect. Representatives from each grade level support the PBIS program and assist in developing incentives, surveys, and systems to allow students and teachers to monitor their effort.

To address chronic absenteeism our attendance clerk, Principal, and school counselor will continue to carefully monitor student attendance, communicate concerns with parents/guardians, and where appropriate, work closely with families to develop plans for supporting student attendance. All efforts will work in concert to systemically address issues that disproportionately impact specific student groups and proactively address chronic absenteeism.

Also, the Principal will monitor attendance monthly. A meeting with the Student Attendance Review Team (SART) will be held with families of students accruing 10 or more unexcused absences or tardies. At this meeting, parents will collaborate with the SART team to develop a plan to improve attendance and to determine if additional support is needed. Our attendance clerk will also monitor the attendance of students with a history of chronic absenteeism. The team will meet with families of students accruing 5 or more absences or tardies. At this meeting, parents will collaborate with the team to determine what support is needed to improve student attendance and student engagement at school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	LCFF 4000-4999: Books And Supplies Maintenance and Cleaning Supplies
2,200,000	LCFF - Base 1000-1999: Certificated Personnel Salaries Cost for fully credentialed staff
15,000	LCFF 4000-4999: Books And Supplies Instructional supplies (paper, copies, school supplies)
7,000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance/lease agreements for school copiers
2,000	LCFF 0001-0999: Unrestricted: Locally Defined PBIS Team meeting funding for teachers to provided support and resources for after school planning.
0	LCFF 5000-5999: Services And Other Operating Expenditures Attend a training offered by Western Educational Equity Assistance Center to address chronic absenteeism.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This school year, Aviation Elementary School strategically reviewed data to reduce the number of chronic absenteeism across all grade levels. Aviation Elementary School has been successful in teaming with the District Child Welfare and Attendance lead to increase efficiency surrounding communication with families regarding tardies an absences as well as the site Counselor who works directly with families to assist with attendance concerns and supports.

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

No major differences between intended implementation and budgeted expenditures are noted.

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.

Aviation Elementary School will focus this school year on improving our chronic absenteeism data. To address chronic absenteeism the Principal will monitor attendance weekly. A meeting with the Student Attendance Review Team (SART) will be held with families of students accruing 10 or more unexcused absences or tardies. At this meeting, parents will collaborate with the SART team to develop a plan to improve attendance and to determine if additional support is needed. Our attendance clerk will also monitor the attendance of students with a history of chronic absenteeism. The Principal and/or counselor will meet with families of students accruing 5 or more absences or tardies. At this meeting, parents will collaborate with the team to determine what support is needed to improve student attendance and student engagement at school. Finally, we will remind our school community about the importance of regular school attendance using the school weekly newsletter. With this plan in place, we hope to decrease our chronic absenteeism rate by 4% or more for the 2022-2023 school year as measured by the California Dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student-Centered

LEA/LCAP Goal

We assure that our instructional program and students' entire experience at school are attentive to individual students' academic and social emotional strengths, needs, and choices. We specifically assure that this commitment applies to all students where every child is known, and their strengths and weaknesses are addressed accordingly.

Goal 2

Aviation Elementary School will ensure an instructional program that is focused on supporting individual student growth and achievement, as well as social-emotional development, by creating systems that meet the needs of all students.

Identified Need

In order to maximize student growth, academic and social-emotional supports must be targeted based on the identified needs of each individual student. Parent survey data indicated a need for broader social-emotional supports and opportunities for individualized student learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual CAASPP Summative Assessment in English Language Arts.	2021 - 22 CAASPP school results reveal 62% of students showed proficiency in Languages Arts.	Increase CAASPP baseline score by 4% Standard Met or Exceeded to 66% Standard Met or Exceeded in English Language Arts.
Annual CAASPP Summative Assessment in Mathematics.	2021 - 22 CAASPP school results reveal 53% of students showed proficiency in Mathematics.	Increase CAASPP baseline score by 5% Standard Met or Exceeded to 58% Standard Met or Exceeded in Mathematics.
Decrease achievement gap on CAASPP for students identified as English Learner in English Language Arts.	2020 - 21 CAASPP results indicate 64.91% of our EL students scored a Level 4 or Level 3 on the ELPAC.	Meet or exceed statewide expectations in this area as measured by 2023 CAASPP results.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students (100%) and staff are impacted.

Strategy/Activity

- Students are identified as needing intervention support in this area based on STAR Assessments in both Math and ELA. The STAR Assessment program is implemented school-wide as both a universal screening tool and a progress monitoring tool for all students. AR progress, is used to determine placement in reading intervention programs offered during and after school. STAR benchmark assessments are administered 4 times per year. Teachers monitor student progress using the Accelerated Reader Program, along with other data, to monitor individualized goals and reading levels. Teachers will also use this data to support students as needed and to encourage students as they develop their reading skills. Additional resources are provided to students, as needed.
- Aviation Elementary School Guided Coalition (GC) is a multi-grade level team of teachers that oversee the implementation of effective school-wide teaching and learning strategies. Our GC makes time to address theoretical questions such as our role in the balance between technology and interpersonal experiential learning. Through professional learning, staff continues to build a collaborative and trusting work environment.
- The CARE Counseling Team, implements strategies on a three-tier system to meet the needs of our student's social emotional needs. Each tier is designed to address a certain level of need: Tier 1 - is universal support that are accessible to all students, Tier 2 - are more targeted intervention and support for some students and finally, Tier 3 - is intensive intervention and supports for few students. The three tier model has been designed to maximize the effectiveness of the counseling program.
- Teachers and students use Standards of Mathematical Practices/CGI strategies to support all students. Simple Solutions Math is used by third grade teachers to support students. Simple Solutions provides 3rd grade students with a spiraled curriculum to support math fluency and computation skills. STMath is an additional resource used to ensure all students have access to personalized content that drives critical thinking.
- Targeted resources are used with identified students to promote differentiated instruction within the school day. A classified intervention aide supports students in a variety of classroom settings to access core curriculum. Support is fluid and based on classroom teacher recommendations and Principal/Intervention team input. Support may be individual or small-group depending on the needs of the students and the content being presented.
- A Math TOSA provides instructional support to students through co-teaching and modeling with classroom teachers. The Math TOSA supports our school-wide vision especially for low income students, to enhance personalized professional development to the Aviation Elementary School staff and enhance teacher efficacy through collaboration and targeted feedback in the area of math.
- Designated support for English Language Learners is provided by credentialed and classified staff before and after school intervention to identified students based on ELPAC and CAASPP results. In addition, ELD support is provided to targeted students within in the classroom during core instruction. ELD teacher and classroom teachers maintain on-going communication to match the ELD instruction to the pacing and content of the grade level content standards and curriculum in ELA and Math. The ELD team utilizes a variety of instructional tools and methods to support English Learners at all levels. Students have

access to the ELD component of Wonders to support English Language Arts. The ELD team collaborates with all classroom teachers. This collaboration includes providing students with sentence stems and scaffolded support to access grade level content and vocabulary.

- Physical Education - Students participate in PE classes twice a week on Monday and Friday.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
70,500	Title I 1000-1999: Certificated Personnel Salaries Math and Reading Intervention Support for targeted population
850	
15,000	Title I 2000-2999: Classified Personnel Salaries Technology Support Staff to facilitate STEAM learning, digital citizenship and robotics throughout the school year.
95,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD support for designated students
57,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries ELD support for designated students

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This school year, Aviation Elementary School strategically reviewed data and its intervention implementation to help reduce the number of students not meeting state standards in ELA. Aviation

Elementary School has been successful in securing an intervention specialist and supplemental resources to meet this goal.

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

No major differences between intended implementation and budgeted expenditures are noted.

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.

Aviation Elementary School will focus on improving our intervention support systems to increase student achievement. Students identified as needing intervention support in the area of Mathematics and ELA based on STAR Assessments receive small group or individual support to fill gaps in learning. We will monitor students and administer the STAR assessment five times over the course of the year to measure growth. In class, teachers will use targeted resources to promote differentiated instruction within the school day. The level of support will continue to be targeted and based on classroom teacher recommendations and Principal/Response to Intervention (RTI) team input. With this plan in place, we plan to decrease our Standards Not Met in ELA by 7% or more for the 2022-2023 school year as measured by the CAASPP.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Future Ready

LEA/LCAP Goal

We assure teaching and learning that includes digital literacy, reasoning, and collaborative-based experiences in academic and co-curricular programs to strengthen students' ability to excel as life-long learners in an ever-changing world. We commit to empower all students to leave our schools with positive views and self-confidence supported by the knowledge, skills, and attitudes to equip them for an evolving world. The commitment includes an authentic and practical approach to student learning and a priority for professional learning opportunities for staff.

Goal 3

Aviation Elementary School will ensure that students are equipped for future success by focusing on collaboration, critical thinking, problem solving, and creativity across all curricular areas, while also nurturing student growth as confident, resilient learners, and responsible citizens.

Identified Need

In order to best prepare students for future success, Aviation Elementary School must provide robust learning experiences and opportunities that mirror an increasingly collaborative and technology-driven workforce and world.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts.	All students have access to music instruction	All 3-5 graders participate in music instruction with a fully credentialed music teacher. All 3-5 students participate in an after-school PS Arts dance activity. All 5th-grade students will have the opportunity to experience violin instruction and participate in the Districtwide music concerts.
Technology Access	All students have access on campus to 1:1 devices.	Continue 100% student access to 1:1 devices
Cognitively Guided Instruction (CGI) Implementation	100% of classrooms use CGI strategies as part of mathematics instruction	100% of classrooms will continue to use CGI strategies for math
STMath Implementation	100% of classrooms use StMath as part of supplemental mathematics instruction	100% of classrooms will continue to use STMath online math program to supplement math instruction.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students (100%) and staff are impacted.

Strategy/Activity

Cognitive Guided Instruction - Students have an intuitive understanding of math. Using Cognitive Guided Instruction (CGI) helps teachers better understand how students think about math to support student learning during instruction. The Wiseburn Unified School District has ensured that all teachers have received CGI training. Teachers and students use Standards of Mathematical Practices/CGI strategies to support all students.

Schoolwide implementation of ST Math - All students have access to ST Math at school and at home. Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

Students will have access to interactive, hands-on activities to support the Next Generation Science Standards. Teachers have both traditional text and online access to the newly adopted ElevateScience curriculum as well as a grade level specific sequence of instruction designed by WUSD teachers which maps out science learning for the academic year. In addition, to assist in implementing NGSS in the classrooms the tech lab now serves as a STEM lab incorporating both technology and science learning activities.

School-wide 1:1 Chromebooks - All Aviation Elementary School students have access to a Chromebook device. Rather than just a platform for games or videos, students utilize Chromebooks and other devices as learning tools accessing multiple platforms.

Students will have access to a variety of enrichment activities that support student engagement, wellness, and participation. Enrichment programs focus on Arts education and developing students' musical skills. All students in grades 3-5 receive weekly music instruction from a credentialed music teacher for 30-45minutes per week. Students in grade 5 also have access to an instrumental program in place of vocal music. After-school drama classes at the beginning and intermediate level are offered by a credentialed teacher for students once a week who sign up to attend. Integrated Arts performances are delivered in the Spring to showcase the artistic and musical development of all students in grades 3-5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

70,120

Source(s)

District Funded

	1000-1999: Certificated Personnel Salaries Credentialed Music Teacher will provide instructional to all 3rd - 5th grade students to foster student engagement and global cultural awareness
	None Specified None Specified
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This school year, Aviation Elementary School strategically reviewed data and usage of its mathematical implementation with CGI and ST Math to increase our Overall Achievement in Mathematics as measured by CAASPP. Aviation Elementary School has been successful utilizing ST Math and teachers work closely with a District mathematical specialist in the area of CGI to meet this goal.

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

No major differences between intended implementation and budgeted expenditures are noted.

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.

Aviation Elementary School will focus on Cognitive Guided Instruction (CGI) to have an intuitive understanding of mathematics. By using CGI mathematical strategies students and teachers continue to improve and better understand how students think about math to support student learning during instruction. Students have access to ST Math to boost math comprehension and proficiency through visual learning. Teachers work closely with the District math specialist during teacher collaboration time (TCT) twice a month as well as ongoing 1:1 coaching support/ With this plan in place, Aviation staff will support students and meet the goal of increasing our Overall Achievement in Mathematics by 8% or more for the 2023-2024 school year as measured by the CAASPP.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Community and Collaboration (DEI)

LEA/LCAP Goal

We assure that all members of the WUSD community are viewed as partners in education. We believe in diversity, equity, and inclusion. We assure all employees and stakeholders feel connected, involved, included, heard, and respected as integral members of the WUSD community. In turn, all community members will play an active role in WUSD's continuous improvement. The district will continue its efforts at outreach to encourage community access to online, published, and more personalized settings to remain informed, involved, and knowledgeable about WUSD programs and initiatives.

Goal 4

Aviation Elementary School will increase family and community involvement in school activities and decisions and ensure regular communication with families through multiple formats.

Identified Need

Parent survey results indicated a desire for more communication and opportunities to interact with the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain participation rate for parent attendance at scheduled conferences at 97% as measured by parent conference sign in sheets for conference attendance.	Fall 2022 3rd grade: /139 students - 96.5% 4th grade: /147 students - 97.3% 5th grade: /143 students - 93.4%	Maintain participation rate for parent attendance at scheduled conferences at 98% as measured by 2023 parent conference via Zoom or in-person conference attendance.
Annually increase parent participation in Back to School Night events by 1% as measured by parent attendance logs and sign in sheets at each event.	Back to School 2022 3rd: /117 – 82.3% 4th: /126 - 82.3% 5th: /120 - 80%	Increase parent participation in Back to School Night events by 2% school wide as measured by parent attendance in-person at the 2023 Back to School night event.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students (100%) and staff are impacted.

Strategy/Activity

Aviation Elementary School developed a set of workshops to target technology needs at every grade level. These workshops included Zoom, Google, Clever and PowerSchool. In addition, parents received information on grade level curriculum aligned with Wonders (ELA), ElevateScience, and My Math/ST Math and how to access curricular resources at home.

Site principal's weekly message to families about upcoming events, site information, and opportunities for additional parent collaboration and participation with the site. The updates include information from the PTA, CARE Team, and others as appropriate. Parents also have access to the school website and social media to learn about the school and see highlights and remind families of school events.

CARE team and the Community or Respect and Empathy (CORE) team are continuously gathering feedback from parents/guardians on topics to support student's social/emotional well-being, including topics such as bullying, cyber-safety and developing positive peer relationships. An extended California Healthy Kids Survey (CHKS) will include all grade levels at Aviation in 2024 allowing for further insight into the social emotional well-being of all students.

Student Attendance Review Team (SART) - Site administration monitors attendance weekly. SART and/or DART meetings held with families of students accruing 10 or more unexcused absences or tardies. At this meeting, parents collaborate with the SART team to develop a plan to improve attendance and to determine if additional support is needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Unrestricted
5000-5999: Services And Other Operating Expenditures
Parent Engagement Events will take place throughout the year to support Technology, CGI Math instruction, Literacy and Science Nights

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This school year, Aviation Elementary School maintained our willingness to increase family and community involvement in school activists and communication. Aviation Elementary School has been successful with its partnerships with PTA and our CARE Team to meet this goal.

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

No major differences between intended implementation and budgeted expenditures are noted.

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.

Aviation Elementary School will focus on working with PTA, student-led organizations like Student Council, and Bulldog Bark to increase communication and participation for families on campus. Site councilors will contribute to Feel the Learn a monthly Social Emotional Learning and Inclusion Newsletter to help families navigate resources available to them from our site. With this plan in place, we hope to increase overall participation on campus by 5% as measured by parent surveys and attendance numbers.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Organizational Strength

LEA/LCAP Goal

We assure WUSD will manage the District as a whole, as well as individual school sites, with prudent and effective organizational procedures and practices. This includes appropriate and effective internal controls that are regularly evaluated and improved, as needed. We assure the development of our team, and we seek to implement best practices in the vital areas required to operate the District. Wiseburn further commits to maintaining a strong fiscal position that, to the extent possible, supports the high-quality advancement of our commitments in a fiscally prudent and equitable manner.

Goal 5

Aviation Elementary School will regularly evaluate and manage organization procedures and practices in order to maintain strong fiscal position in support of advancing school site goals.

Identified Need

Maintaining a balanced budget is necessary to ensure the continued growth of critical school site programs and initiatives.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Budget monitoring takes place monthly, in collaboration with district financial office.	School administrators receive a detailed budget report each month to ensure fiscal solvency.	School purchases and expenditures do not exceed budget constraints.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

100% of students are served by this goal.

Strategy/Activity

- * monthly budget review by school principal
- * creation of single plan for student achievement, in collaboration with School Site Council
- * maintaining an ongoing spreadsheet to log and track ongoing expenditures, in collaboration with office secretary and office clerk

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This school year, Aviation Elementary School strategically reviewed all expenditures and allocation of funds to align with our site goals and LCAP goals. Aviation Elementary School has been successful in reviewing internal controls to meet this goal.

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

No major differences between intended implementation and budgeted expenditures are noted.

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.

Aviation Elementary School will focus on working with our district's business office to ensure all fund are aligned to support student growth. Current implementation of monthly budget reviews and an ongoing spreadsheet to log and track ongoing expenditures, in collaboration with our office clerk and secretary have proven to be successful in meeting this goal. With this plan in place, we will continue to be fiscally responsible as measured by our SPSA.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,543,470.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$85,500.00

Subtotal of additional federal funds included for this school: \$85,500.00

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

State or Local Programs	Allocation (\$)
	\$850.00
District Funded	\$70,120.00
LCFF	\$32,000.00
LCFF - Base	\$2,200,000.00
LCFF - Supplemental	\$152,000.00
Unrestricted	\$3,000.00

Subtotal of state or local funds included for this school: \$2,457,970.00

Total of federal, state, and/or local funds for this school: \$2,543,470.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	850.00
District Funded	70,120.00
LCFF	32,000.00
LCFF - Base	2,200,000.00
LCFF - Supplemental	152,000.00
Title I	85,500.00
Unrestricted	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	850.00
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	2,435,620.00
2000-2999: Classified Personnel Salaries	72,000.00
4000-4999: Books And Supplies	23,000.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		850.00
1000-1999: Certificated Personnel Salaries	District Funded	70,120.00

0001-0999: Unrestricted: Locally Defined	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF	23,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	2,200,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	95,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	57,000.00
1000-1999: Certificated Personnel Salaries	Title I	70,500.00
2000-2999: Classified Personnel Salaries	Title I	15,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,232,000.00
Goal 2	238,350.00
Goal 3	70,120.00
Goal 4	3,000.00

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
- 0 Secondary Students

Name of Members	Role
Summer Graves	Principal
Lori Croft	Classroom Teacher
Julie Espinosa	Other School Staff
Edith Garcia	Parent or Community Member
Daniel Mills	Parent or Community Member
Rachel Murphy Whitaker	Parent or Community Member
Cynthia Copeland	Parent or Community Member
Veronica Jimenez	Parent or Community Member
Dina Stern	Classroom Teacher
Rachel Bennett	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.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 01/18/2024.

Attested:

Principal, Summer Graves on 01/18/2024

SSC Chairperson, Daniel Mills on 01/18/2024

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 process.

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019