

School Year: **2019-20**



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
Top of the World Elementary School	30-66555-6028922	January 15, 2020

School Vision and Mission

Top of the World Elementary School's mission is to provide our students with a rigorous 21st Century learning environment which focuses on the uniqueness of each child, promoting a growth mindset, a community perspective, and developing the skills needed to become lifelong learners. Our teachers and support staff work together with our parents to ensure all of our students reach their potential and are prepared to make positive contributions to the world.

School Profile

Established in 1967, TOW is located on a hilltop in Laguna Beach California with stunning views of the Saddleback Valley. TOW is a California Distinguished School with over 592 students and an outstanding heritage of teachers dedicated to effective instruction. TOW is known for its community involvement, strong academic performance, and shared values that recognize the need to educate the "whole child." We embody the belief that all students can succeed. The community shows its support through robust parent participation. This is evident not only in the classroom but throughout the campus, with over 34,000 donated hours last year alone. Academics are enhanced through the school's Multi-Tiered Systems of Support (MTSS), as well as weekly Professional Learning Communities (PLC) where teachers work collaboratively to improve student learning. TOW recognizes its responsibility to meet student's learning needs beyond the core curriculum. This is achieved through quality physical education programming, Art Masters, music instruction as well as a wide range of after-school offerings. TOW believes in celebrating kindness and compassion through initiatives such as Rachel's Challenge and its Peer Assistance and Leadership (PALs). The TOW family emphasizes a strong commitment to the Common Core State Standards (CCSS) and is proud to maintain its hometown feel while instilling a sense of global interconnectedness within every student

Evaluation and Impact of Previous Year's SPSA

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement.

Performance Goal #1: By June 2019, students will increase their social/emotional strength and have a more favorable response (strongly agree/agree) to the question, "Students are comfortable talking to school staff about their social and emotional concerns", from 67% to 75% as measured by the District's School Climate Survey. By June 2019, students performing at the proficient or advanced level on the ELA portion of the CAASPP will increase from 89.55% to 92%, as measured by the spring 2019 assessment results. By June 2019, students performing in the proficient or advanced level on the math portion of the CAASPP will increase from 86.61% to 88%, as measured by the spring 2019 assessment results. By June 2019, we will decrease the percentage of students deemed "chronically absent" (more than 18 days absent) from 3.3% in 17-18 to no more than 3% in 18-19.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Goal 1a was met. Staff continued to improve implementation of growth mindset character education program and the district adopted social emotional learning curriculum. Goal 1b and 1c were not met related to ELA and math proficiency. In general, students who struggled the most 4th graders, students with disabilities, and English learners. Goal 1d was met. Chronically absenteeism continues to decrease due, in part, to an increase in tier 1 interventions led by the school leadership team.

Performance Goal #2: By June 2019, students scoring in the above standard range for the Research/Inquiry Claim section of the CAASPP will increase from 62.99% to 65%, as measured by the spring 2019 assessment results. By June 2019, students scoring in the above standard range for the Problem Solving and Modeling Data section of the CAASPP will increase from 60.4% to 62%, as measured by the spring 2019 assessment results. By June 2019, students will increase their favorable response (strongly agree/agree) to the question, "My school prepares me for life after high school", from 65% to 68% as measured by the District's School Climate Survey.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Goal 2a was not met related to research/inquiry claim section of the CAASPP. In general, students who struggled the most 4th graders, students with disabilities, and English learners. Goal 2b was not met related problem solving and modeling data section of the CAASPP. In general, students who struggled the most 4th graders, students with disabilities, and English learners. Goal 2c was met. Saw an increase from 65% to 79% of students reported that school prepares them for life after high school in their response to the districts climate survey.

Performance Goal #3: By June 2018, 100% of TOW's teachers will be trained in the best ways to implement new and old curriculum. Examples included, but are not limited to, how to effectively implement the Wonders curriculum, trained in the mathematical practices, 2nd Step and the continued implementation of the growth mindset, Orton Gillingham, and new science curriculum. Participation will be measured by attendance logs at each training.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Goal 3 was met. All staff attended a variety of trainings with an emphasis on history social science adoption and implementation. Teachers continued their professional learning of NGSS in preparation of materials adoption in 2020.

Performance Goal #4: By June 2019, the 4CLE projects in the second grade classrooms will be 100% complete. The 2nd-grade 4CLE projects were completed and the teachers are very happy with the outcome. This year the Kindergarten team will be working to transform their classrooms.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Goal 4 was not met by June 2019. Project completion is at about 95% as of January 2020. Teachers are waiting on materials delivery and install.

Performance Goal #5: By June 2019, we will increase parent communication and involvement by from 80% to 85% as measured by the LCAP survey through joint weekly updates from PTA and principal and numerous parent involvement opportunities.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Goal 5 was not met related to parent communication and involvement as reported by responses on the district LCAP survey, there was an increase from 80% to 83%. With the implementation of the program "parent square" 99.8% of parents are contactable, with 856 receiving emails and 72 opting to receive texts.

Performance Goal #6:

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Stakeholder 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 School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. Student data was also shared and/or reviewed with the staff and the school leadership team. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	0.17%			1
African American	0.3%	0.50%	0.52%	2	3	3
Asian	4.3%	4.19%	3.13%	26	25	18
Filipino	0.7%	0.84%	1.04%	4	5	6
Hispanic/Latino	8.6%	8.05%	9.04%	52	48	52
Pacific Islander	%	%	%			
White	75.8%	74.66%	72.87%	460	445	419
Multiple/No Response	0.5%	1.34%	1.39%	3	8	8
	Total Enrollment			607	596	575

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	71	77	78
Grade 1	85	90	85
Grade 2	109	88	90
Grade 3	103	116	94
Grade 4	118	112	117
Grade 5	121	113	111
Total Enrollment	607	596	575

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	14	14	14	2.3%	2.3%	2.4%
Fluent English Proficient (FEP)	16	17	20	2.6%	2.9%	3.5%
Reclassified Fluent English Proficient		2	2	0.0%	14.3%	14.3%

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	116	97	98	114	96	98	114	96	95.1	98.3	99
Grade 4	119	112	116	115	111	116	115	111	116	96.6	99.1	100
Grade 5	122	111	113	118	110	112	118	110	112	96.7	99.1	99.1
All	344	339	326	331	335	324	331	335	324	96.2	98.8	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2511.	2507.	2501.	64.29	64.91	59.38	23.47	24.56	26.04	9.18	7.02	10.42	3.06	3.51	4.17
Grade 4	2546.	2560.	2546.	59.13	69.37	63.79	24.35	21.62	18.97	12.17	5.41	12.93	4.35	3.60	4.31
Grade 5	2592.	2601.	2607.	55.93	64.55	68.75	31.36	23.64	22.32	9.32	10.00	6.25	3.39	1.82	2.68
All Grades	N/A	N/A	N/A	59.52	66.27	64.20	26.59	23.28	22.22	10.27	7.46	9.88	3.63	2.99	3.70

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	60.20	61.40	58.33	34.69	34.21	38.54	5.10	4.39	3.13
Grade 4	54.78	65.77	62.07	41.74	30.63	34.48	3.48	3.60	3.45
Grade 5	55.08	66.36	66.96	38.98	30.00	31.25	5.93	3.64	1.79
All Grades	56.50	64.48	62.65	38.67	31.64	34.57	4.83	3.88	2.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58.16	52.63	47.92	38.78	42.11	46.88	3.06	5.26	5.21
Grade 4	57.39	58.56	44.83	36.52	37.84	51.72	6.09	3.60	3.45
Grade 5	66.10	68.18	68.75	30.51	30.91	28.57	3.39	0.91	2.68
All Grades	60.73	59.70	54.01	35.05	37.01	42.28	4.23	3.28	3.70

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.98	45.61	48.96	47.96	50.00	47.92	3.06	4.39	3.13
Grade 4	41.74	51.35	46.55	56.52	45.95	51.72	1.74	2.70	1.72
Grade 5	44.07	49.09	51.79	52.54	49.09	45.54	3.39	1.82	2.68
All Grades	44.71	48.66	49.07	52.57	48.36	48.46	2.72	2.99	2.47

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64.29	63.16	54.17	33.67	35.09	42.71	2.04	1.75	3.13
Grade 4	58.26	60.36	50.00	38.26	36.04	43.97	3.48	3.60	6.03
Grade 5	62.71	65.45	61.61	33.90	31.82	33.04	3.39	2.73	5.36
All Grades	61.63	62.99	55.25	35.35	34.33	39.81	3.02	2.69	4.94

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	116	97	98	115	96	98	115	96	95.1	99.1	99
Grade 4	119	112	116	117	111	116	117	111	116	98.3	99.1	100
Grade 5	122	111	113	119	110	112	119	110	112	97.5	99.1	99.1
All	344	339	326	334	336	324	334	336	324	97.1	99.1	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2509.	2509.	2501.	57.14	53.04	52.08	29.59	34.78	35.42	11.22	11.30	9.38	2.04	0.87	3.13
Grade 4	2551.	2560.	2544.	49.57	60.36	47.41	35.90	27.03	33.62	11.97	10.81	17.24	2.56	1.80	1.72
Grade 5	2579.	2601.	2603.	53.78	62.73	68.75	20.17	21.82	19.64	16.81	14.55	5.36	9.24	0.91	6.25
All Grades	N/A	N/A	N/A	53.29	58.63	56.17	28.44	27.98	29.32	13.47	12.20	10.80	4.79	1.19	3.70

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	71.43	69.57	67.71	23.47	25.22	27.08	5.10	5.22	5.21	
Grade 4	70.94	73.87	66.38	22.22	20.72	26.72	6.84	5.41	6.90	
Grade 5	61.34	67.27	76.79	23.53	25.45	16.96	15.13	7.27	6.25	
All Grades	67.66	70.24	70.37	23.05	23.81	23.46	9.28	5.95	6.17	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	65.31	62.61	58.33	34.69	32.17	38.54	0.00	5.22	3.13
Grade 4	58.97	55.86	48.28	36.75	40.54	46.55	4.27	3.60	5.17
Grade 5	53.78	62.73	66.07	35.29	34.55	25.89	10.92	2.73	8.04
All Grades	58.98	60.42	57.41	35.63	35.71	37.04	5.39	3.87	5.56

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68.37	65.22	62.50	28.57	32.17	32.29	3.06	2.61	5.21
Grade 4	63.25	69.37	52.59	32.48	28.83	36.21	4.27	1.80	11.21
Grade 5	51.26	57.27	55.36	39.50	39.09	41.07	9.24	3.64	3.57
All Grades	60.48	63.99	56.48	33.83	33.33	36.73	5.69	2.68	6.79

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
575	9.7	2.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	2.4
Socioeconomically Disadvantaged	56	9.7
Students with Disabilities	78	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian	1	0.2
Asian	18	3.1
Filipino	6	1.0
Hispanic	52	9.0
Two or More Races	68	11.8
White	419	72.9

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Orange

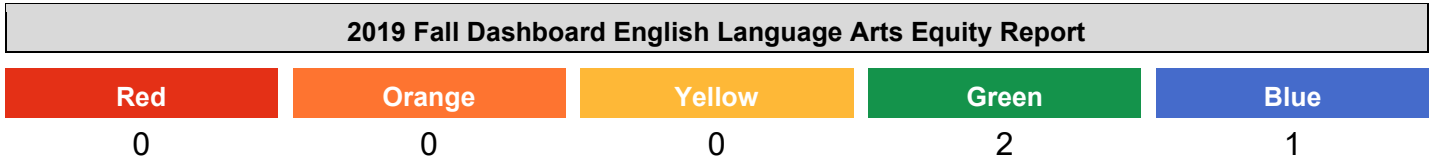
School and Student Performance Data

Academic Performance English Language Arts





The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>84.4 points above standard</p> <p>Maintained -2.7 points</p> <p>316</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>65.2 points above standard</p> <p>Declined Significantly -16.1 points</p> <p>29</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>43.5 points above standard</p> <p>Maintained -0.8 points</p> <p>56</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 105.5 points above standard Declined Significantly -16.2 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 85.3 points above standard Increased ++11.3 points 24	 Blue 98.3 points above standard Maintained -0.1 points 35		 Green 80.8 points above standard Declined -4.5 points 241

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 5	85.8 points above standard Maintained -1.5 points 297

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



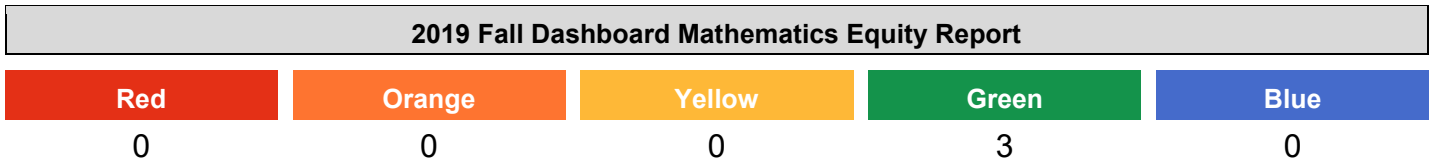
Green



Blue

Highest
Performance







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>66.7 points above standard</p> <p>Declined -7.3 points</p> <p>316</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>32.1 points above standard</p> <p>Declined Significantly -19.9 points</p> <p>29</p>	<p>Students with Disabilities</p> <p>Green</p> <p>27.6 points above standard</p> <p>Declined Significantly -18.6 points</p> <p>56</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 93.3 points above standard Declined -9.8 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 67.9 points above standard Increased Significantly +16.2 points 24	 Green 86 points above standard Declined -4.7 points 35		 Green 62 points above standard Declined -10.5 points 241

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

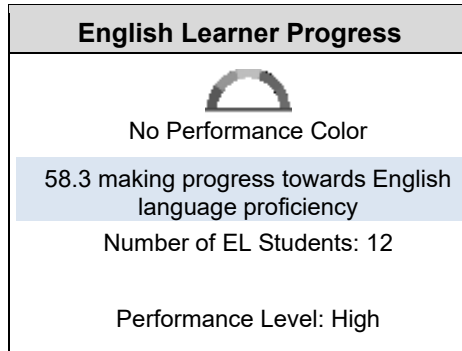
Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 5	67.6 points above standard Declined -6.8 points 297

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 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.

2019 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
3	2	3	4

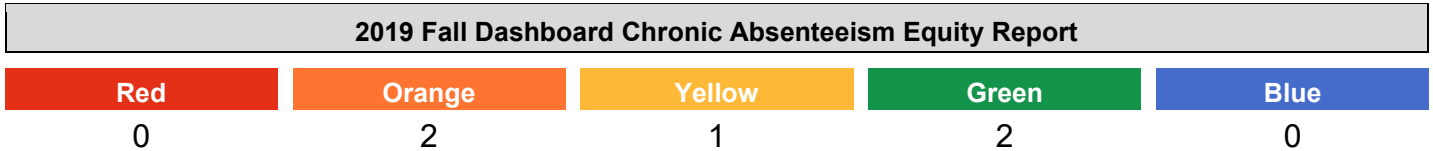
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.5</p> <p>Declined -1.6</p> <p>592</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>6.7</p> <p>Declined -5.8</p> <p>15</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>5.9</p> <p>Declined -4.7</p> <p>68</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>9.7</p> <p>Increased +1.5</p> <p>93</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Declined -8 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.4 Increased +3.4 54	 Yellow 5 Increased +2.2 80	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3 Declined -2.5 428

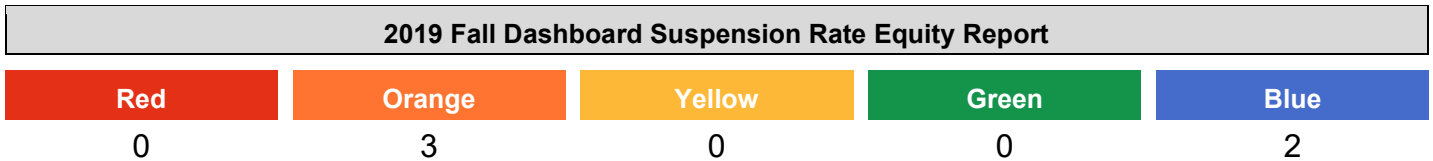
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>1.5</p> <p>Increased +0.5</p> <p>593</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>6.7</p> <p>Increased +6.7</p> <p>15</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>1.5</p> <p>Increased +1.5</p> <p>68</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>4.3</p> <p>Increased +1.3</p> <p>93</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 20	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -2 54	 Blue 0 Declined -1.4 80		 Orange 1.6 Increased +0.7 429

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	1.5

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

Goal 1

By June 2020, the percentage of students scoring in the above standard range for Problem Solving and Modeling Data will increase from an overall school score of 57% to 60%, as measured by the Spring 2020 assessment results.

Identified Need

Student achievement in this area decreased as measured on the Spring 2019 CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who achieve above standard on the 2020 SBAC Problem Solving and Modeling Data Claim.	Above Standard = 57%	Above Standard = 60%

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

Action/Service 1

Students to be Served by this Action/Service

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

ALL

Action/Service

Teachers and staff are implementing CA CCSS Math Standards that pertain to their grade through the use of Houghton Mifflin Harcourt Expressions curriculum as well as Cognitively Guided Instruction (CGI) practices in the classroom. Most teachers have been trained in CGI and are using the methodology during instruction throughout the week. The principal will reinforce these implementations during informal and formal observations on a monthly basis.

Proposed Expenditures for this Action/Service

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)

Action/Service 2

Students to be Served by this Action/Service

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

ALL

Action/Service

Teachers will assess students on a monthly basis using Common Formative Assessments which measure Problem Solving Strategies.

Proposed Expenditures for this Action/Service

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)

Action/Service 3

Students to be Served by this Action/Service

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

ALL

Action/Service

Teachers will collaborate in planning, teaching, and reviewing assessment results from Problem Solving Strategies during weekly PLC and Grade Level Meetings

Proposed Expenditures for this Action/Service

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)

Action/Service 4

Students to be Served by this Action/Service

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

ALL

Action/Service

Professional Development will be offered to teachers in the area of Problem Solving Strategies and appropriate assessments during the 2019-2021 school years.

Proposed Expenditures for this Action/Service

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)

Action/Service 5

Students to be Served by this Action/Service

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

SOME

Action/Service

Math Intervention classes will be offered to support At-Risk students in the areas of Problem Solving and ELOs during the school day.

Proposed Expenditures for this Action/Service

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)

Action/Service 6

Students to be Served by this Action/Service

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

FEW

Action/Service

Students who have not mastered the skills assessed on the Common Formative Assessments in math will attend After School Math Intervention- 2-3 week for intensive support. Money will be set aside for teachers/classified to teach After School.

Proposed Expenditures for this Action/Service

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)

10,000

General Fund - Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.

Goal 2

By June 2020, the percentage of students scoring in the above standard range for the Research/Inquiry Claim as measured by CAASPP will increase from an overall site score of 55% to 58%, as measured by the Spring 2020 assessment results.

Identified Need

Student achievement in this area decreased as measured on the Spring 2019 CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who achieve above standard on the 2020 SBAC Research/Inquiry Claim.	Above Standard 55%	Above Standard 58%

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

Action/Service 1

Students to be Served by this Action/Service

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

ALL

Action/Service

Teachers will implement Research/Inquiry strategies using the Wonders ELA curriculum.

Proposed Expenditures for this Action/Service

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)

Action/Service 2

Students to be Served by this Action/Service

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

ALL

Action/Service

Teachers will create an ELO which will correlate to research and inquiry at their specific grade level during PLC meetings.

Proposed Expenditures for this Action/Service

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)

Action/Service 3

Students to be Served by this Action/Service

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

ALL

Action/Service

Teachers will assess students on a monthly basis using Common Formative Assessments which measures Research/Inquiry Strategies.

Proposed Expenditures for this Action/Service

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)

Action/Service 4

Students to be Served by this Action/Service

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

ALL

Action/Service

Teachers will collaborate in planning, teaching, and reviewing assessment results from Research/Inquiry Strategies during weekly PLC and Grade Level Meetings.

Proposed Expenditures for this Action/Service

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)

Action/Service 5

Students to be Served by this Action/Service

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

ALL

Action/Service

Professional Development will be offered to teachers in the area of Research/Inquiry during the 2019-2021 school years.

Proposed Expenditures for this Action/Service

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)

Action/Service 6

Students to be Served by this Action/Service

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

SOME

Action/Service

Intervention classes will be offered to support At-Risk students in the areas of Research/Inquiry and ELOs during the school day.

Proposed Expenditures for this Action/Service

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)

District Funded

Action/Service 7

Students to be Served by this Action/Service

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

FEW

Action/Service

Students who have not mastered the skills assessed on the Common Formative Assessments in Research/Inquiry will attend After School Intervention- 2-3 week for intensive support. Money will be set aside to pay for teachers/classified to teach the After School Program.

Proposed Expenditures for this Action/Service

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)

10,000

General Fund - Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

Goal 3

By the Fall of 2020, students will increase their favorable response to "I am excited to go to school on most days" from 66% to 71% as measured on the LCAP/Climate survey.

NOTE: In the past, this goal would have been measured in the Spring of 2020. The LCAP and Climate Surveys were combined this year. This goal will now be surveyed in the Fall of 2020 (20-21 school year)

Identified Need

Student's favorable response to the question "I am excited to go to school on most days" saw a decrease in the past year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey question	66% of 5th grade students are excited to go to school on most days.	71% of 5th grade students are excited to go to school on most days.

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

Action/Service 1

Students to be Served by this Action/Service

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

ALL

Action/Service

Teachers will plan weekly lesson plans which target positive attitudes for attending school at Top of the World Elementary School.

Proposed Expenditures for this Action/Service

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)

Action/Service 2

Students to be Served by this Action/Service

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

ALL

Action/Service

Teachers will create a common formative assessment by grade level during PLC's which target positive behaviors of attending school.

Proposed Expenditures for this Action/Service

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)

Action/Service 3

Students to be Served by this Action/Service

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

ALL

Action/Service

Grade Level Team Meetings will review these quarterly assessments, ensuring they build upon each year, increasing the reinforcement of the benefits of attending school.

Proposed Expenditures for this Action/Service

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)

Action/Service 4

Students to be Served by this Action/Service

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

ALL

Action/Service

A standard assessment, provided by the district will be given in the Fall of 2020 which measures 5th grade feelings of attending school.

Proposed Expenditures for this Action/Service

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)

Action/Service 5

Students to be Served by this Action/Service

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

ALL

Action/Service

Students will participate in a yearly goal setting conference to take ownership of their learning.

Proposed Expenditures for this Action/Service

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)

Action/Service 6

Students to be Served by this Action/Service

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

ALL

Action/Service

Teachers will implement 2nd Step as a reinforcement of Positive Attitudes.

Proposed Expenditures for this Action/Service

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)

Action/Service 7

Students to be Served by this Action/Service

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

ALL

Action/Service

Monthly Growth Mindset School-Wide assemblies will be provided for all students to promote Positive Attitudes of attending school. Money will be allotted for any special assemblies for all students.

Proposed Expenditures for this Action/Service

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)

5,000

General Fund - Site Discretionary

Action/Service 8

Students to be Served by this Action/Service

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

SOME

Action/Service

PALS- The Peer Assist Leadership group will develop youth leaders who connect with their peers to create a caring, safe, and supportive school environment for all. Money will be set aside for PALS.

Proposed Expenditures for this Action/Service

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)

1,000

Source(s)

General Fund - Site Discretionary

Action/Service 9

Students to be Served by this Action/Service

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

SOME

Action/Service

KC Club - Students will lead, support, and model how to spread kindness. Money will be set aside for incentives for the KC Club.

Proposed Expenditures for this Action/Service

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)

1,000

Source(s)

General Fund - Site Discretionary

Action/Service 10

Students to be Served by this Action/Service

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

FEW

Action/Service

Small Group Counseling Groups will be provided by the school counselor to support social skills, positive attitudes, and confidence for students.

Proposed Expenditures for this Action/Service

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)

Action/Service 11

Students to be Served by this Action/Service

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

FEW

Action/Service

Friendship Club will be provided to students to support social skills, positive attitudes, and confidence. Money will be set aside for the Friendship Club for incentives.

Proposed Expenditures for this Action/Service

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)

1,000

General Fund - Site Discretionary

Action/Service 12

Students to be Served by this Action/Service

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

FEW

Action/Service

Banana Splits Club will provide student support for those navigating parent separation/divorce.

Proposed Expenditures for this Action/Service

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)

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

Expenditures by Funding Source

Funding Source

Amount

General Fund - Site Discretionary

28,000.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

10,000.00

Goal 2

10,000.00

Goal 3

8,000.00

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
- 4 Parent or Community Members

Name of Members	Role
Marianne Bynum	Classroom Teacher
Melinda Witt	Classroom Teacher
Carrie Rabay	Classroom Teacher
Interim Admin	Principal
Shannon Huhn	Parent or Community Member
Shaheen Sheik-Sadhal	Parent or Community Member
Karly Simpson	Parent or Community Member
Mada Brown	Parent or Community Member

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

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 January 15, 2020.

Attested:



Principal, on January 15, 2020



SSC Chairperson, Marianne Bynum on January 15, 2020