

School Year: **2024-25**



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	5/28/24

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 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 thousands of 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 students’ 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. The TOW family emphasizes a strong commitment to the state standards 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 Spring 2025 the percentage of Tier 3 will remain at 1% or less and Tier 2 at 12% or less and Tier 3 87% or higher as reported in the i-Ready diagnostic end of year benchmark for K-5.

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.

Yes for Tier 3 students at 1% ...No for Tier 2 students category at 18% and Tier 1 at 82%. We fell short in these two tiers. Some contributing factors for this was a MTSS schedule that did not allow for double dipping of students who needed both reading and Math.

Performance Goal #2: By Spring 2025 the percentage of Tier 3 will be 2% or less and Tier 2 15% or less, and Tier 1 87% or higher as reported in the i-Ready diagnostic end of year benchmark for K-5.

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.

Yes, Our Tier 1 and Tier 3 .. with Tier 1 students at 87% and Tier 3 at 2% , but we did not meet the goal for Tier 2. 10% of students remained in the Tier 2 .

Performance Goal #3: During the 2024-2025 school year students will report a feeling of belonging and inclusion at 94% as reported on the Panorama Survey as well as through the District LCAP

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.

Yes, 94% students reported a feeling of belonging and support at school

Performance Goal #4: Increase positive Student attendance rates

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.

Yes, 95% of students have met the attendance requirement in green, 5% yellow and less than 1% red. We do not need to have a mandated ATSI attendance goal going forward

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 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 in need of additional targeted intervention. The SSC met on Oct 17, 2023, December 7, 2023, March 5, 2024 and May 28, 2024, to analyze student outcomes and help develop the SPSA. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.38%	0.36%	1	2	2
African American	0.8%	0.38%	0.36%	4	2	2
Asian	2.6%	2.45%	4.13%	13	13	23
Filipino	1.0%	0.94%	0.54%	5	5	3
Hispanic/Latino	10.4%	10.94%	10.95%	53	58	61
Pacific Islander	%	%	0%			0
White	70.5%	68.68%	65.71%	359	364	366
Multiple/No Response	11.8%	11.51%	13.46%	60	61	75
	Total Enrollment			509	530	557

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	60	80	87
Grade 1	82	77	93
Grade 2	89	97	84
Grade3	87	93	100
Grade 4	88	95	95
Grade 5	103	88	98
Total Enrollment	509	530	557

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	8	16	22	1.60%	3.0%	3.9%
Fluent English Proficient (FEP)	18	23	28	3.50%	4.3%	5.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

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	92	94	97	0	92	96	0	92	96	0.0	97.9	99.0
Grade 4	89	94	95	0	94	94	0	94	94	0.0	100.0	98.9
Grade 5	101	91	98	0	89	98	0	89	98	0.0	97.8	100.0
All Grades	282	279	290	0	275	288	0	275	288	0.0	98.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2483.	2496.		46.74	59.38		31.52	18.75		17.39	13.54		4.35	8.33
Grade 4		2524.	2526.		45.74	50.00		32.98	36.17		17.02	6.38		4.26	7.45
Grade 5		2601.	2579.		64.04	47.96		29.21	36.73		5.62	13.27		1.12	2.04
All Grades	N/A	N/A	N/A		52.00	52.43		31.27	30.56		13.45	11.11		3.27	5.90

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		38.04	43.75		58.70	47.92		3.26	8.33			
Grade 4		35.11	34.04		62.77	62.77		2.13	3.19			
Grade 5		43.82	34.69		56.18	56.12		0.00	9.18			
All Grades		38.91	37.50		59.27	55.56		1.82	6.94			

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		33.70	37.50		53.26	50.00		13.04	12.50
Grade 4		26.60	32.98		65.96	59.57		7.45	7.45
Grade 5		55.06	49.48		43.82	47.42		1.12	3.09
All Grades		38.18	40.07		54.55	52.26		7.27	7.67

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		23.91	31.25		73.91	64.58		2.17	4.17
Grade 4		21.28	14.89		72.34	78.72		6.38	6.38
Grade 5		31.46	35.71		65.17	61.22		3.37	3.06
All Grades		25.45	27.43		70.55	68.06		4.00	4.51

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		26.09	41.67		63.04	52.08		10.87	6.25
Grade 4		27.66	23.40		63.83	71.28		8.51	5.32
Grade 5		40.45	30.61		57.30	62.24		2.25	7.14
All Grades		31.27	31.94		61.45	61.81		7.27	6.25

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	92	94	97	0	92	97	0	92	97	0.0	97.9	100.0
Grade 4	89	94	95	0	94	93	0	94	93	0.0	100.0	97.9
Grade 5	101	91	98	0	89	98	0	89	97	0.0	97.8	100.0
All Grades	282	279	290	0	275	288	0	275	287	0.0	98.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2496.	2504.		45.65	50.52		41.30	38.14		7.61	9.28		5.43	2.06
Grade 4		2540.	2544.		46.81	44.09		35.11	38.71		15.96	15.05		2.13	2.15
Grade 5		2583.	2570.		53.93	49.48		25.84	22.68		16.85	24.74		3.37	3.09
All Grades	N/A	N/A	N/A		48.73	48.08		34.18	33.10		13.45	16.38		3.64	2.44

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		48.91	58.76		45.65	39.18		5.43	2.06
Grade 4		59.57	54.84		35.11	39.78		5.32	5.38
Grade 5		48.31	45.36		48.31	50.52		3.37	4.12
All Grades		52.36	52.96		42.91	43.21		4.73	3.83

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		53.26	52.58		40.22	44.33		6.52	3.09
Grade 4		50.00	47.31		43.62	48.39		6.38	4.30
Grade 5		47.19	36.08		50.56	59.79		2.25	4.12
All Grades		50.18	45.30		44.73	50.87		5.09	3.83

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		52.17	44.33		42.39	47.42		5.43	8.25
Grade 4		45.74	40.86		47.87	55.91		6.38	3.23
Grade 5		34.83	36.08		56.18	58.76		8.99	5.15
All Grades		44.36	40.42		48.73	54.01		6.91	5.57

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
557	16.9	3.9	0.2
Total Number of Students enrolled in Top of the World Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	3.9
Foster Youth	1	0.2
Homeless	2	0.4
Socioeconomically Disadvantaged	94	16.9
Students with Disabilities	38	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	23	4.1
Filipino	3	0.5
Hispanic	61	11
Two or More Races	75	13.5
White	366	65.7

Conclusions based on this data:

1.

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.

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Blue		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

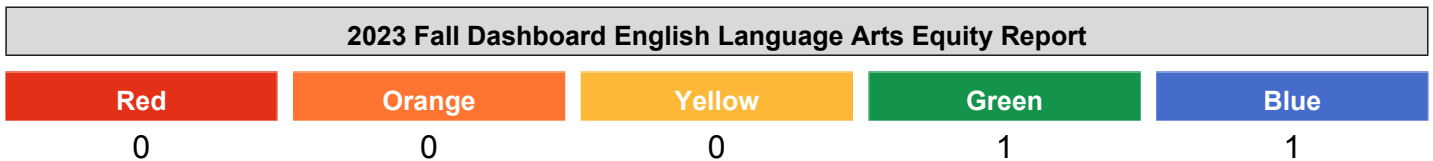
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 67 points above standard Maintained -0.5 points 282 Students	English Learners Less than 11 Students 4 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Green 29.8 points above standard Decreased Significantly -16.8 points 45 Students	Students with Disabilities 7.2 points above standard Decreased -7.3 points 21 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
25.5 points above standard Decreased Significantly - 27.2 points 28 Students	89 points above standard Increased +8.4 points 41 Students	 No Performance Color 0 Students	 Blue 65.7 points above standard Maintained -2 points 186 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	Less than 11 Students 1 Student	67.6 points above standard Maintained -0.8 points 267 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

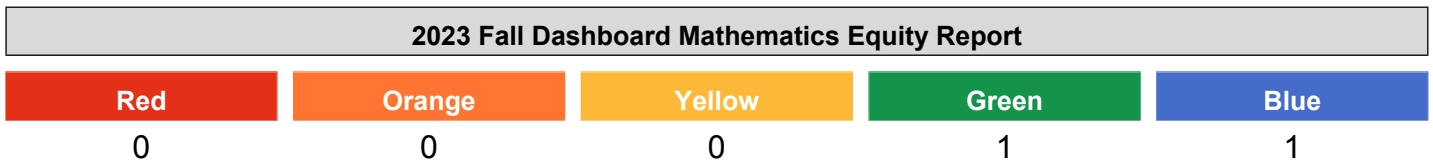
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 57.1 points above standard Maintained -1.4 points 282 Students	English Learners Less than 11 Students 4 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Green 31.1 points above standard Increased +5.3 points 45 Students	Students with Disabilities 16.6 points above standard Increased +4 points 21 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
21.9 points above standard Decreased Significantly - 16.1 points 28 Students	82.9 points above standard Decreased -5.3 points 41 Students	 No Performance Color 0 Students	 Blue 55.6 points above standard Maintained -1.1 points 186 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	Less than 11 Students 1 Student	57.9 points above standard Maintained -0.4 points 267 Students

Conclusions based on this data:

1.

School and Student Performance Data

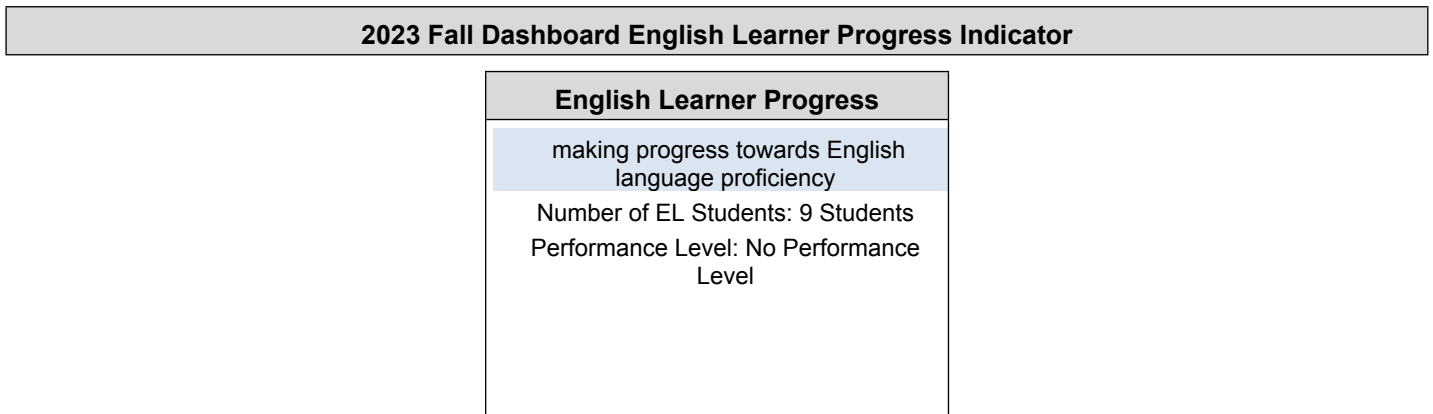
Academic Performance English Learner Progress

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

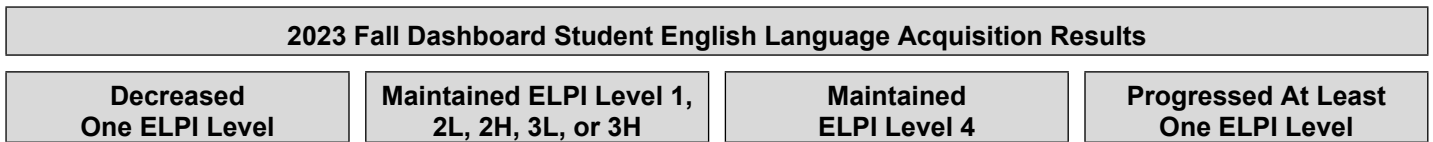
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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.



Conclusions based on this data:

1. Some student are progressing toward language proficiency at the expected annual growth rate. However, other students continue to struggle. Summer and after school intervention were re-developed within the last year to address students who are not progressing.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

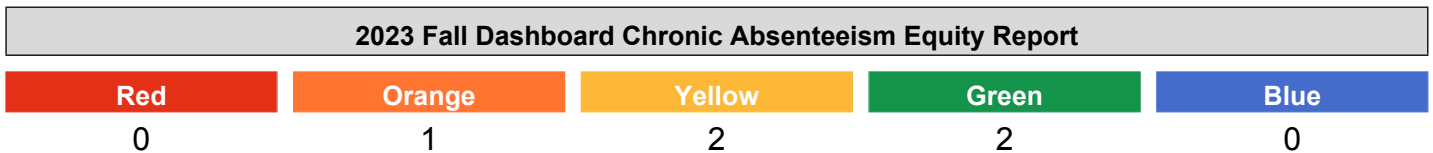
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This section provides number of student groups in each level.



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>Yellow</p> <p>10.7% Chronically Absent</p> <p>Declined Significantly -4.4</p> <p>569 Students</p>	<p>English Learners</p> <p>21.7% Chronically Absent</p> <p>Declined -5.5</p> <p>23 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>13.9% Chronically Absent</p> <p>Declined -12.9</p> <p>101 Students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>14.3% Chronically Absent</p> <p>Declined -15.3</p> <p>56 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>16.7% Chronically Absent</p> <p>Increased 16.7</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange</p> <p>26.6% Chronically Absent</p> <p>Declined -2.3</p> <p>64 Students</p>	<p> Green</p> <p>5% Chronically Absent</p> <p>Declined -7.2</p> <p>100 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Green</p> <p>9.4% Chronically Absent</p> <p>Declined Significantly -5</p> <p>374 Students</p>

Conclusions based on this data:

1. See data analysis in Goal 1d.

School and Student Performance Data

Conditions & Climate Suspension Rate

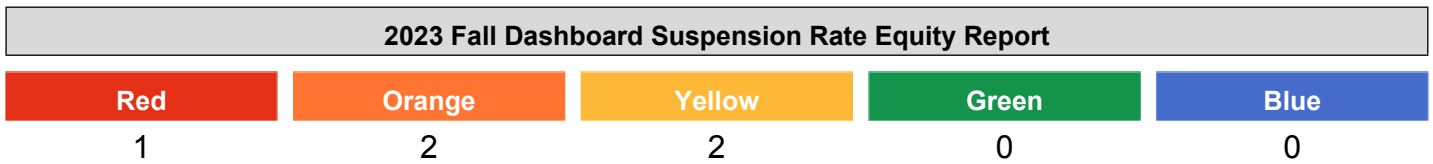
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This section provides number of student groups in each level.



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>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 1.4 571 Students</p>	<p>English Learners</p> <p>4.2% suspended at least one day</p> <p>Increased 4.2 24 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>Less than 11 Students 2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3% suspended at least one day</p> <p>Increased 0.6 101 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>8.9% suspended at least one day</p> <p>Increased 5.2 56 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 24 Students</p>	<p>Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>1.5% suspended at least one day</p> <p>Maintained -0.2 65 Students</p>	<p> Yellow</p> <p>1% suspended at least one day</p> <p>Increased 1 100 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 1.6 375 Students</p>

Conclusions based on this data:

- The overall number of students suspended remains comparatively very low. The MTSS team continues to individually monitor and support student behaviors that can potential lead to or include suspension.

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

Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 1

By Spring 2025 the percentage of Tier 1 student will be 87% or higher with the Tier 2 being 12% or less and Tier 3 at 1% or less. As reported in the i-Ready Math diagnostic end of year benchmark for K-5.

Identified Need

End of year data showed a continued need with 18% remaining in Tier 2 and 82 % in Tier 1 . We feel we can target this need through increased math instruction and dual intervention times for reading and math intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math i-ready District Assessment	Tier 3 =1%. Tier 2=18% Tier 1=81% for EOY iredy math	87% of students will perform at or above grade level on the i-Ready Math diagnostic at the end of the year.

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. Provide differentiated learning opportunities during core instruction and WIN (Whatever I Need) time.

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)

SOME - Students identified in Tier II and Tier III Interventions

Action/Service

Provide targeted academic support and intervention based on data analysis of benchmark and CFAs during in-class Tier 2 instruction and pull-out intensive Tier 2+ and Tier 3 instruction.

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)

SOME - Students identified in Tier II and Tier III Interventions

Action/Service

PLC teams will use CFA and summative data to target Tier II (provided by teacher) and Tier III (provided by MTSS team) interventions

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)

SOME - Students identified in Tier II and Tier III Interventions

Action/Service

Students in Tier II and III interventions will be frequently monitored and assessed with the use of CFAs and Summative Assessments to move fluidly throughout interventions until mastery of ELOs is identified

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

Teachers will participate in district wide focus on renewed CGI math strategies for Tier 1 & Tier 2, collaborate in planning, teaching, and reviewing assessment results from Common Formative Assessments 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 6

Students to be Served by this Action/Service

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

ALL

Action/Service

Provide professional learning opportunities for staff that support best first instruction, personalized learning, and targeted intervention. Including year long trainings on CGI math strategies for all teachers

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)

SOME

Action/Service

Proposed plan for after school intervention math class based on targeted needs

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

Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 2

By Spring 2025 the percentage of Tier 1 student will be 90% or higher with the Tier 2 being 8% or less and Tier 3 at 2% or less. As reported in the i-Ready Reading diagnostic end of year benchmark for K-5.

Identified Need

Even though we saw a decrease in percentages in Tier 2 & 3 and growth in Tier 1, End of year data still showed room for improvement in our Tier 2 student population

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading Diagnostic Screener	Tier 3=2%. Tier 2=10%, Tier 1=87%	We expect to see 90% at or above grade level by EOY i-ready administration.

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 provide differentiated instruction and intervention plus enrichment during designated WIN time utilizing the support of intervention instructional aides to assist and meet the needs of all Tier 1 and 2 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 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 progress of ELO's

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, Grade Level Meetings and CAST.

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)

3,000

General Fund - Site Discretionary

Action/Service 4

Students to be Served by this Action/Service

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

SOME

Action/Service

New certificated reading intervention full time teacher will be added to our site. Role of this teacher will be to provide additional Tier 2 and 3 targeted intervention, in addition to coaching and modeling in the classroom.

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 - Students in Tier II and Tier III Interventions

Action/Service

Reading Intervention will be offered in grades k-5 during the school day to support designated Tier II & III 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 6

Students to be Served by this Action/Service

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

SOME

Action/Service

Provide professional learning opportunities for staff that support best first instruction, personalized learning, and targeted intervention. Including a week long OG training the summer before 23-24 school year.

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

Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships.

School Goal 3

By the spring of the 2024-2025 school year students on campus will exhibit an improvement in emotional regulation and problem solving skills as based on reported school connectedness in the Panorama 3-5 grade survey improving social emotional competencies

Identified Need

We continue to see a need for students to develop independent/collaborative problem-solving in order to support positive behaviors while at school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff will complete a pre/post student screening identifying students in Tiers 1, 2 or 3 in the areas of independent/collaborative problem-solving and resilient behaviors	TBD	85% of students will be identified in Tier 1 for independent/collaborative problem-solving and resilient behaviors
Panorama survey questions connected to supportive relationships grade 3-5	out of 149 students who responded 91% report high supportive relationships on campus, 8% medium, and less than 1% low medium	Increase the reported high rate while decreasing the medium rate. Elicit more student responses
SRSS grades K-2	2023 data indicates 84% of students were low risk for exhibiting externalizing behaviors with 11% moderate risk and 5% high risk	Number of students exhibiting low risk externalizing behaviors will be at or above 97%,
SRSS grades K-2	2023 data indicates 88% of students were low risk for exhibiting internalizing behaviors, 8% moderate risk and 4 % high risk	Number of students exhibiting low risk internalizing behaviors will be at or above 97%,
Behavior referrals	342 logged aeries assertive disciplinary entries for 2023-2024 school year	Decrease in assertive disciplinary reports

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

Staff Awareness on Equity and Inclusion practices
Measured by participation of staff and community restorative circle practices
Book Studies/Talks.

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

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 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 implement 2nd Step and Thrively as a reinforcement of Positive Attitudes and Social Emotional 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)

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. Utilize PALs and Student Council to Provide peer examples of expected Behaviors at school via monthly assemblies

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)

500

General Fund - Site Discretionary

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

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 6

Students to be Served by this Action/Service

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

ALL

Action/Service

School wide PBIS system using dolphin cards to reinforce positive behaviors and attitudes, students can use earned dolphin cards to enter prizes in opportunity drawings weekly

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
1,000	Donations (School Power/PTA)

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

Student council will run community philanthropic school wide events like food drives, clothing drives, etc. Student council will also help plan school wide spirit days

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)
1000	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)

ALL

Action/Service

Focus on setting explicit expectations around ABC/PBIS traits through Dolphin Card reinforcement 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)
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Action/Service 9

Students to be Served by this Action/Service

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

ALL

Action/Service

Redesign CAST process to include a MTSS referral sheet that teachers and staff have immediate access to submit.

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)
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Action/Service 10

Students to be Served by this Action/Service

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

ALL

Action/Service

PBIS team to meet to discuss and set up restorative practices and behavior expectations for students while on campus and in class.

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)
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1000

Donations (School Power/PTA)

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

Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

School Goal 4

Increase upstander culture on school campus while continuing to cultivate a safe, positive, and welcoming campus environment.

Identified Need

Only 54.5% of students reported feeling comfortable reporting bullying on 2023-2024 Panorama Survey

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual LCAP survey	66% of students reporting safe environment for all voices, 11% neutral	80% reporting safe environment for all voices
Annual LCAP survey	81% of parents feel welcome on campus	maintain
Annual Panorama Survey	54.5% of students reported feeling comfortable reporting bullying	Increase baseline by 5%: 60% of students will report feeling comfortable reporting bullying (2025 survey)
Chronic Absenteeism Rate	2023 California Schools Dashboard: 10.7% Chronic Absenteeism Rate Hispanic Student Group: 26.6% Chronic Absenteeism rate	Decrease overall rate by 2%: 8.7% chronic absenteeism rate (2024 California Schools Dashboard) Decrease student group rate by 3% Hispanic Student Group: 23.6% Chronic Absenteeism rate
Suspension Rate	2023 California Schools Dashboard: 2.3% Suspension Rate Students with Disabilities Group: 8.9% Suspension rate	School-wide: Suspension rate of 2% or lower (2024 Dashboard) SWD: Suspension Rate of 5% or lower

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

Continued attendance intervention to increase and maintain school connectedness

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

Monthly SEL lessons and assemblies provided by school counselors specifically on topics related to bullying and procedures

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)

7,500

Donations (School Power/PTA)

2,500

General Fund - Site Discretionary

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

School -Home communication regarding appropriate school behaviors and reporting

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)

Goals, Strategies, & Proposed Expenditures

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

District Goal 1

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Identified Need

Students who are at-risk of performing below grade level need additional support. [The following actions and related expenditures support this district and school goals will be performed as a centralized service to schools and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/i-Ready ELA & Math Outcomes	Districtwide, 21% (ELA) and 33% (Math) were not grade-level proficient on the 2023 CAASPP. Districtwide, 8% (ELA) and 7% (Math) were in need of Tier 3 level interventions based on the 2024 iReady Assessment. The largest achievement gap exists for English learners and students with disabilities.	Lower percentage of students not achieving at grade level based on the CAASPP and iReady Assessment. Decrease in the achievement gap between English learners, students with disabilities, and districtwide average.

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)

English learners

Action/Service

Provide centralized ELD program coordination.

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)
205,824	Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 2

Students to be Served by this Action/Service

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

At-risk students

Action/Service

Provide target interventions, including summer and after-school support.

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)

50,524

Source(s)

Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 3

Students to be Served by this Action/Service

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

At-risk students

Action/Service

Parent engagement, staff development, direct or indirect services to foster and homeless children.

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)

10,165

Source(s)

Categorical (Federal) - Title I (At-Risk/Low Income)

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
- 3 Parent or Community Members

Name of Members	Role
Meghan Schooler	Principal
Danica Mitchell	Classroom Teacher
Carrie Rabay	Classroom Teacher
Marianne Bynum	Classroom Teacher
Nikki Romano	Other School Staff
Vahlia Strickler	Parent or Community Member
Jenna Kokes	Parent or Community Member
	Parent or Community Member
Jenna Offeld	Parent or Community Member
	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 5/31/2024.

Attested:



Principal, Meghan Schooler on 5/31/24



SSC Chairperson, Marianne Bynum on 5/31/24