

# The Combined SPSA & LCAP Template

**School:** Top of the World Elementary School

**District:** Laguna Beach Unified School District

**County-District School (CDS) Code:** 30-66555-6028922

**Principal:** Michael Conlon

**Date of this revision:** April 4, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, the Laguna Beach Unified School District has addressed the LCAP 8 State Priority Goals.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 4-11-2017.

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## School and Student Performance Data

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

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	126	113	122	107	122	107	96.8	93
Grade 4	135	124	132	116	132	116	97.8	93.5
Grade 5	126	141	124	137	124	137	98.4	97.2
All Grades	387	378	378	360	378	360	97.7	94.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2494.9	2511.1	56	65	25	20	13	12	6	3
Grade 4	2529.8	2549.4	48	60	36	24	9	8	7	8
Grade 5	2582.8	2599.8	56	64	31	28	10	7	2	1
All Grades	N/A	N/A	53	63	31	24	11	9	5	4

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	52	54	35	36	13	9	
Grade 4	49	55	45	36	6	9	
Grade 5	52	56	43	37	5	7	
All Grades	51	55	41	37	8	8	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	57	53	36	44	7	3
Grade 4	42	57	55	38	4	5
Grade 5	65	70	31	28	4	1
All Grades	54	61	41	36	5	3

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	46	52	50	5	5
Grade 4	39	39	58	58	4	3
Grade 5	35	49	60	46	4	5
All Grades	39	45	57	51	4	4

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	50	63	42	34	8	4
Grade 4	43	54	52	41	5	4
Grade 5	65	77	33	23	2	1
All Grades	53	65	43	32	5	3

Conclusions based on this data:

- 1.

## School and Student Performance Data

### CAASPP Results (All Students) Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	126	113	122	107	122	107	96.8	93
Grade 4	135	124	132	117	132	117	97.8	94.4
Grade 5	126	141	124	137	124	137	98.4	97.2
All Grades	387	378	378	361	378	361	97.7	95

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2500.1	2510.9	47	57	36	28	14	9	3	6
Grade 4	2521.1	2544.8	31	50	44	31	23	15	2	4
Grade 5	2569.6	2582.8	47	58	25	26	21	12	7	4
All Grades	N/A	N/A	41	55	35	28	20	12	4	5

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	61	71	34	22	6	7
Grade 4	48	61	47	31	5	9
Grade 5	58	68	29	23	13	9
All Grades	55	66	37	25	8	8

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	58	64	37	26	5	10
Grade 4	39	51	58	42	4	7
Grade 5	41	58	46	32	13	10
All Grades	46	57	47	34	7	9

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	58	74	34	23	8	3
Grade 4	45	57	50	36	5	7
Grade 5	40	49	52	47	7	4
All Grades	48	59	46	37	7	4

Conclusions based on this data:

- 1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	86		100
Percent with Prior Year Data	90.7		100
Number in Cohort	78		100
Number Met	64		79
Percent Met	82.1		79
NCLB Target	59.0	60.5%	62.0%
Met Target	Yes		N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	66	35			67	49
Number Met	31	26			34	39
Percent Met	47.0	74.3			50.7	79.6
NCLB Target	22.8	49.0	24.2%	50.9%	25.4%	52.8%
Met Target	Yes	Yes			N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
<b>Mathematics</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
<b>Met Target for AMAO 3</b>	<b>Yes</b>		<b>N/A</b>

## School and Student Performance Data

### California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
1						***						***			
2	***														
3	33	***		50			17		***			***			
4	***	75	***	***	25		***								
5		80	50			50	***							20	
<b>Total</b>	33	80	33	33	10	33	33		11			22		10	



**Form A: Planned Improvements in Student Performance**

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. 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:

<p><b>LEA GOAL 1:</b>  <b>Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b>                  By June 2018, students will increase their social/emotional strength and have a more favorable response to the question, "How close do you feel to people at school", as measured by a site generated social/emotional survey, the District's School Climate Survey, and the Health Kids Survey.</p>
<p><b>LCAP Priorities Areas 1, 2, 4, 5: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS</b> – Implementation of the Common Core State Standards for all students; <b>Student Achievement</b> - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; <b>Other Student Outcomes</b> – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.</p>

<p><b>What data did you use to form this goal?</b>                  Healthy Kids Survey                   MTSS Aeries data and RTI data                   District School Climate Survey                   Reading--DIBELS and SRI reading intervention assessments, teacher created common assessments, benchmark achievement assessments, and CAASPP data                   Math--Expressions benchmark formative and summative assessments, FactsWise assessments, teacher created assessments, CAASPP data</p>	<p><b>What were the findings from the analysis of this data?</b>                  Based on the most recent Healthy Kids Survey, students responded to the statement, "I feel close to people at school", with the following responses; 6% no, never, 36% yes, sometimes, 27% yes, most of the time, and 31% yes, all of the time.</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  Site Generated Social/Emotional Survey                  CAASPP Data                  District School Climate Survey                  Healthy Kids Survey                  MTSS Aeries data                  RTI data                  Staff Survey</p>
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<p><b>STRATEGY:</b>                  Increase student academic achievement and social/emotional strength through collaboration, communication, creativity, and critical thinking.</p>
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Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
The teaching staff has implemented a school wide, Lexile based incentive program (SRC) for grades 1-5. Every student is assessed four times per year.	SRI, Reading Teacher, and Classroom Teachers	September 2015 - ongoing	SRC Site License	5000-5999: Services And Other Operating Expenditures	District Funded Donations
The teaching staff has implemented DIBELS Next for the entire student body. Every student is assessed three times per year. The DAZE assessment has been implemented for grades 3-5. This assessment tracks student reading. It is also used for progress monitoring on a monthly basis for at risk readers and data is collected over the course of the students time at TOW for comparison.	Reading Intervention Teacher and Classroom Teachers	January 2007-ongoing	Materials	4000-4999: Books And Supplies	District Funded
			Additional hours for testing team, 3 instructional aides NTE 60 hours	2000-2999: Classified Personnel Salaries	District Funded
			\$1 dollar per student for maintenance of DIBELS Data System access.	5000-5999: Services And Other Operating Expenditures	District Funded
A 45 minute (K-3) and 30 minute (4-5), daily academic reading intervention session will continue to be offered during the school day for students not meeting reading benchmark scores and performing at the intensive and strategic levels.	K-5 general education staff, reading intervention teachers, technicians, and instructional aides.	January 2007-ongoing	A full-time reading intervention teacher	1000-1999: Certificated Personnel Salaries	District Funded
			A full-time reading technician is used at the site. Two 3 hour aides support the program	2000-2999: Classified Personnel Salaries	District Funded
Students performing at the strategic and benchmark levels will be offered reteach or extension instruction during the same block of intervention time during the school day.	K-5 general ed staff, Reading intervention teachers, technician, and instructional aides	January 2007-ongoing			
Students will be assessed four times per year using the SRI assessment for phonemic awareness and comprehension in grades 1-5.	K-5 general ed staff, Reading intervention teachers, technician, and instructional aides	January 2007-ongoing			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>The MTSS Team will participate in ongoing training provided by the OCDE and district staff.</p> <p>The MTSS team will continue to meet after school for one hour on a monthly basis to review the Aeries student behavior data to address areas of concern.</p> <p>The MTSS team will report outcomes to staff on a regular basis via provisions of meeting minutes and via reports at staff meetings.</p>	<p>MTSS Team Members</p> <p>Staff Members</p>	September 2016-ongoing	<p>Substitutue Time--2 teachers three times per year</p> <p>Cost of hourly pay after contracted hours: 5 teachers NTE 11 hours at \$35,</p> <p>4 classified staff NTE 11 hrs at \$26.25</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>District Funded</p> <p>District Funded</p> <p>District Funded</p>
<p>The KC Club (Kindness and Compassion) and PALS continues to be offered to 4th and 5th grade students. Students plan activities that take place during the school day to increase student involvement in carrying out acts of kindness and compassion. This program supports the wellbeing of students K-5.</p>	KC Club and PALS Advisors	September 2016-ongoing	<p>Cost of hourly pay after contracted hours: 1 teacher NTE 24 hours at \$40</p> <p>Materials for art supplies/poster paper</p> <p>RC Banner for students to sign each year</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>Site Formula Funds</p> <p>Site Formula Funds</p>
<p>Teachers continue to implement Thinking Maps to help students have a common visual language, meaningful learning, and for continuously assessing progress.</p>	All Teaching Staff	2014-ongoing	All Staff	1000-1999: Certificated Personnel Salaries	Common Core

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>Top of the World continues to recognize the "Read Across America- Dr. Seuss Day."</p> <p>Individual classrooms/grade levels have special activities that emphasize the value of developing a lifelong love of reading. Some classrooms will host guest readers that will read a special book and will share with the students the importance of allocating time each day to read for pleasure.</p>	Librarian	<p>Ongoing</p> <p>September 2016-June 2017</p>	<p>Salary</p> <p>prizes and certificates</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>Parent-Teacher Association (PTA)</p>
<p>Each grade level will create and administer a pre and post assessment for each of the three writing genres: Narrative, Opinion, and Expository. During PLC time, grade levels will create SMART goals generated from the pre-assessment data for each writing unit and identify mini-lesson topics.</p> <p>The staff will have a vertical articulation meeting and align curriculum, across grade levels(K-1, 2-3, 4-5), to determine how best to prepare students for the next grade's writing objectives and standards.</p> <p>Each grade level continues to provide multiple opportunities for students to write across the curriculum throughout the day. Additional focus is on writing in math (CGI), science, and within STEAM activities. Ideas and strategies are shared at weekly PLC meetings and other staff articulation meetings.</p>	District personnel and K-5 teachers	Sept 2016-ongoing			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>The fourth and fifth grade teams will be utilizing a leveled grouping model for differentiated, daily math instruction allowing for remediation and enrichment.</p> <p>Teachers at all grade levels are implementing programs for online differentiated instruction in Math and Language Arts.</p>	<p>Teachers and instructional aides</p> <p>Teachers</p>	<p>Sept 2016-ongoing</p> <p>Sept 2016-ongoing</p>	<p>Expressions</p> <p>Dreambox, Manga High, Typing Agent, SRC</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>District Funded</p> <p>District Funded</p>
<p>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.</p> <p>Teachers will begin to utilize the pre-built unit formative and summative math assessments provided through the Think Central website.</p>	<p>Teachers/Staff</p> <p>Teachers/Staff</p>	<p>September 2015-ongoing</p> <p>March 2017-ongoing</p>	<p>Expressions</p>	<p>1000-1999: Certificated Personnel Salaries</p>	
<p>Teachers and staff are implementing Factswise math training to improve instructional practices and strategies for student's mastery of grade level math facts, number sense, and computational skills. Teachers and staff will collaborate in planning, teaching, reflecting, and applying math instructional strategies in the classroom.</p>	<p>Teachers</p>	<p>September 2014-ongoing</p>	<p>Factswise registration</p> <p>New teachers to attend two days of training</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Common Core</p> <p>Common Core</p> <p>Common Core</p>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>The grade level PLCs will collaborate to develop lessons aligned to the CA CCSS with a focus on increased rigor in curriculum and attending to a higher level of depth of knowledge during instruction. The grade level chairs will meet with the principal once per month to develop areas of focus and build consensus among staff.</p> <p>All teachers will be implementing UDL strategies learned at district trainings. Several teachers will be utilizing PBL strategies learned at OCDE training in the summer of 2015.</p>	<p>All teachers led by GLCs</p> <p>All Teacher and/or PBL Attendees</p>	August 2014-ongoing	A teacher at each grade level will act as the grade level chair and receive a stipend.	1000-1999: Certificated Personnel Salaries	District Funded
<p>Numerous After School Programs will be offered as instruction and enrichment across the curriculum. Activities include foreign language acquisition, math and problem solving skills, science, STEM, technology (coding), culinary arts, fine arts, drama, music, physical education.</p> <p>Teachers, staff, and parent volunteers will be actively engaging in gardening. Lessons will include a cross curricular focus with emphasis on math, science, STEAM, and language arts. All students will be participating in gardening activities that meet the Next Generation Science Standards (NGSS).</p>	<p>Teacher, Staff, and Outside Contractors</p> <p>Teachers, Parent Coordinator, Ecology Center Staff, and Parent Volunteers</p>	September 2016-ongoing	After school clubs	2000-2999: Classified Personnel Salaries	District Funded
<p>After school busses will be used to transport students home that are enrolled in tutorial and enrichment classes such as the Homework Club, Kindness Club, and Math and Reading Assistance Classes.</p>		September 2016-ongoing	<p>Transportation Cost</p> <p>Transportation Cost</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>District Funded</p> <p>Parent-Teacher Association (PTA)</p>
<p>Two technology lead teachers to support staff needs and provide training on an ongoing basis. (Tech Tuesdays).</p>	Kimberly Mattson and Kevin Nguyen	September 2016-ongoing	Stipends	1000-1999: Certificated Personnel Salaries	District Funded
<p>Instructional aides are assigned to each grade level to work with small groups of students for remediation and enrichment at the direction of the classroom teacher.</p>	Instructional Aides	January 2007-ongoing	<p>One instructional aide in grades K-5</p> <p>One CLC aide</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>District Funded</p> <p>Donations</p>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Site GATE Coordinator to develop best practices for GATE Program to ensure identified students have a rigorous enrichment program that meets their needs. All 3rd grade students take the GATE identifying assessment. Students have one more opportunity to take the assessment prior to entering Middle School based on teacher recommendation and/or parent request.	Azadeh Baghai	August 2014-ongoing	Stipend	1000-1999: Certificated Personnel Salaries	District Funded
After school reading intervention class offers instruction with Fast Forward.  After School Homework Club offered once per week. One class for grades 1-3 and another for grades 4-5  Various after school Math Intervention classes are offered to support students in the areas of addition and subtraction facts, number sense, and multiplication and division.	Margaret Warder  All Staff	October 2016-ongoing  September 2016-ongoing  January 2016-ongoing	Certificated teacher NTE 110 hours at \$42.22  Classified staff NTE 110 hours at \$26.25  Certificated teacher hours	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  1000-1999: Certificated Personnel Salaries	District Funded  District Funded  District Funded
Staff and students will be implementing the ideas of Growth Mindset following the program design outlined in the book The Growth Mindset Coach. There will be a monthly focus.	All Staff	September 2016-ongoing			
All students will be eligible to receive the Student of the Month Award (for practicing the ABC Rules of Behavior).  Students will receive Dolphin cards for following school rules. Students will collect ten Dolphin cards and receive a token to be used at the TOW Treasure Tower.	All Staff	September 2016-ongoing	Treasure Tower Prizes	4000-4999: Books And Supplies	Site Formula Funds
K-3 Social and Emotional instruction using 2nd Step Curriculum.  Botvins Life Skills Curriculum is being used in grades 4th and 5th.	Grace Jones, Jolene Dugan and K-1 classroom teachers  4th and 5th Grade Staff	September 2016-ongoing  September 2016-ongoing	Books and Materials  Curriculum	4000-4999: Books And Supplies	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Grade level teachers conduct non-evaluative Learning Walks through colleague's classrooms. Data and feedback on student engagement and student learning are shared with grade level teachers for meta-analysis and improved teaching.	Principal, and grade level representatives	Sept 2016-ongoing	Grade Level Teachers  Substitute time for grade level representatives--Six 1/2 day substitutes x 3 days	1000-1999: Certificated Personnel Salaries	Common Core
The MTSS committee will continue our school wide program focusing on kindness and compassion. This program enhances positive behavior on campus by promoting and monitoring a number of positive acts of kindness in the elementary school setting. Throughout the year, the staff discusses how best to implement the program components in the classroom and around the school.  In September, students participate in a school wide positive assembly/simulation led by staff and associated with our Kindness and Compassion program.  Follow-up assemblies will be help mid- year to reinforce positive behavior.	All Staff	September 2016-ongoing	Supplies and Materials	4000-4999: Books And Supplies  5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds  Site Formula Funds
Addition of a STEAM Lab and new science teacher. The science teacher is coordinating with classroom teachers to implement NGSS. Students K-5 have weekly science lessons in the STEAM Lab.	Jacque Cohn	September 2016-ongoing	Certificated Teacher	1000-1999: Certificated Personnel Salaries	
A before school class called Fitness Club is being offered for those students needing a morning movement activity to promote in class focus and motivation. This program is by invitation only.  Friendship Club/Social Skills classes are being offered after school for students throughout the year.	Support Staff	September 2016-ongoing	Certificated Staff hours Classified Hours	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	District Funded



**Form A: Planned Improvements in Student Performance (continued)**

<p><b>LEA GOAL 2:</b>  <b>All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b>                  By June 2018, we will articulate with the middle school to determine what the needs are for entering 6th graders.</p>
<p><b>LCAP Priorities 1, 2, 3, 4, 5, 6, 8: Basic-: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS</b> – Implementation of the Common Core State Standards for all students; <b>Course Access</b> – Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; <b>Student Achievement-</b> Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; <b>Other Student Outcomes</b> – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students, could also be included; <b>Student Engagement</b> - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; <b>School Climate</b> – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts</p>

<p><b>What data did you use to form this goal?</b>                  CAASPP data, Healthy Kids Survey, Middle School staff feedback</p>	<p><b>What were the findings from the analysis of this data?</b>                  Based on Spring 2015-2016 CAASPP AYP report, the percentage of proficient students were as follows: 87% in ELA and 83% in math.</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  Skills and knowledge gained toward being college and career ready will be measured by using CAASPP data, Healthy Kids Survey data, common benchmark assessments, and teacher observation input.</p>
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<p><b>STRATEGY:</b>                  We will focus on the anchor standards of college and career readiness with an emphasis on CCSS writing, reading comprehension of nonfiction text, technology, and listening/speaking opportunities to prepare students for success in the secondary levels and beyond. Additionally, we will help students develop teamwork, leadership, and project management skills. Increased articulation with TOW 5th grade teachers and the Thurston Middle School staff and 6th grade teachers.</p>
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Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Teachers focus on one writing genre per trimester (Narrative, Opinion/Argumentative, and Expository). A pre- assessment writing prompt is given to students. In a following PLC, pre-assessments are reviewed to guide instruction though the trimester. A final writing assessment task is given for each genre. The data is gathered and evaluated by grade level teams every trimester. Instruction in all genres will occur during the school year in addition to the focus topic.	All K-5 staff	August 2016- ongoing	Writing Prompts and PLC time	None Specified	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>All grade levels are using Scholastic News and Science Spin student magazines and supplemental online materials as additional nonfiction text to supplement our current Open Court ELA Program.</p> <p>Teachers are utilizing the close reading strategy with informational text to increase student's comprehension of nonfiction text.</p> <p>One teacher in grades 1, 2, and 3/4 are piloting the new McGraw-Hill Wonders, HMH Journeys, and Benchmark ELA/ELD curriculums that incorporates CCSS, NGSS, and the new Social Studies standards.</p> <p>Adoption will be complete at the end of the 2016-2017 school year.</p>	All K-5 staff	Sept 2015- ongoing	Scholastic News subscription	4000-4999: Books And Supplies	Site Formula Funds
<p>Performance Tasks similar to those found on the CAASPP are continually being created and used for student instruction and preparation for the CAASPP.</p> <p>In grades 3-5 , the Interim Assessments will be used throughout the year leading up to The CAASPP in May.</p>	K-5 staff	Sept 2015- ongoing	Statewide Achievement Testing	None Specified	
<p>The use of technology is increasing across all grade levels. Basic operation skills, word processing, and technology integration strategies are being implemented to prepare our students for the technological rigors of the 21st century and meet the requirements of the CCSS.</p> <p>There is a 1:1 ChromeBook program in grade 2-5 and a 1:1 iPad program in grades K-1.</p>	K-5 teachers	Ongoing	Technology Plan	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies VPP account for apps	District Funded District Funded Donations District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
All K-5 students have scheduled push in time to develop technology skills including, but not limited to, keyboarding, coding, and researching.	Technology Para Educator	Ongoing	Full time technology para educator	2000-2999: Classified Personnel Salaries	District Funded
Thinking Maps are utilized in K-5 to help students have a common visual language, meaningful learning, and for monitoring and assessing.  Teachers are receiving the next Think Maps training entitled, Path to Proficiency for English Language Learners. This training can be applied to all K-5 students at TOW.	K-5 Teachers	Ongoing	TOSA--Dustin Gowan  Classes offered after school for PD points	1000-1999: Certificated Personnel Salaries	Common Core
Teachers provide time for collaborative group work to strengthen listening and speaking skills using Kagan Structures and active engagement strategies. Additional examples include content based plays and oral presentations, Reader's Theatre, poetry readings, student government office positions and activities, class leadership opportunities, and oral discussions and presentations in math, science, and social studies.	Classroom teachers	Ongoing	Professional Development	4000-4999: Books And Supplies	District Funded
Students are able to organize and participate on a Destination Imagination team to develop critical thinking and collaboration skills outside of the school day.	Teacher reps and parents	August 2015-ongoing	1 teacher reps NTE 8 hours at \$40 team registration fees	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds Donations
The 4th grade classes are engaging in a grade level student government, modeling how a government works first hand.	4th Grade Teachers	September 2016-ongoing			
Students in grade 5 have the opportunity to engage in Student Council.	Certificated Staff	September 2016-ongoing		1000-1999: Certificated Personnel Salaries	None Specified

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Students in grade K-5 are using the online program called Typing Agent. The students have access in class and at home.	K-5 Teachers	September 2016-ongoing	Software	4000-4999: Books And Supplies	District Funded
Project Management Skills: K-3 grade weekly homework 4th-5th grade-daily homework planner	4th and 5th grade Teachers	September 2016-ongoing		None Specified	None Specified
Reading A-Z/Raz Kids will be purchased and utilized in grades 1-3. This is a reading comprehension and fluency program.	Grades 1-3 teachers	September 2016-ongoing	Software	4000-4999: Books And Supplies	District Funded
5th grade teachers will meet with 6th grade teachers for a cross-grade level articulation to discuss student needs as they make the transition to middle school.  5th grade teachers will participate in a walk-through at the middle school to gain first hand knowledge of 6th grade.	5th grade teachers	September 2017-ongoing		1000-1999: Certificated Personnel Salaries	District Funded

**Form A: Planned Improvements in Student Performance (continued)**

<p><b>LEA GOAL 3:</b>  <b>Professional Development focused on 21st Century teaching and learning.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b>                  By June 2018, 100% of TOW's teachers will be trained on 21st Century teaching and learning utilizing technology, communication, collaboration, critical thinking, and creativity as well as project based learning.</p>
<p><b>LCAP Priorities 1, 2: Basic-: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS –</b> Implementation of the Common Core State Standards for all students</p>

<p><b>What data did you use to form this goal?</b>                  CAASPP data, common benchmark assessments, teacher observation and input.</p>	<p><b>What were the findings from the analysis of this data?</b>                  We found that all teachers needed to develop instructional skills and strategies geared toward CCSS, utilizing technology, communication, collaboration, critical thinking, and creativity, as well as project based learning.</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  Data collection of teachers who participated in professional development opportunities to enhance 21st Century Instruction.</p>
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**STRATEGY:**  
 Provide effective professional development to give teachers the skills needed to implement the new common core state standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Thinking Maps Training: After school voluntary staff development for increased mastery of implementing Thinking Maps into instruction.  A new program called Path to Proficiency for English Language Learners will be piloted for classroom teachers who will be working with English Language Learners. This training gives a deeper understanding of how to utilize Thinking Maps with ELD students and enhances learning for all students grades K-5.	Dustin Gowan	Ongoing	Thinking maps and P2P training	1000-1999: Certificated Personnel Salaries	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Rocket Ready: A group of teachers (Grades 1-5) are piloting the Rocket Ready teacher training. This credential requires teachers and students to research a real world problem and apply strategies related to the curriculum to solve the problem.	All K-5 Staff	August 2016-ongoing		1000-1999: Certificated Personnel Salaries	District Funded
4CLE Classroom Initiative will continue. First grade was completed this year and 4th grade is scheduled for the 2017-2018 school year.	Mike Morrison	August 2014--ongoing	Cost in previous goal	6000-6999: Capital Outlay	
A science committee, consisting of teacher at grades 1-5, will meet to discuss NGSS implementation.  A new science teacher was hired to meet with all students K-5 to implement NGSS science curriculum and to complete STEAM activities.	Dustin Gowan	January 2016- June 2017	7 teachers for one half day training	1000-1999: Certificated Personnel Salaries	District Funded
STEM Academy: Several teachers from each school site attended a two day STEM conference in Anaheim. Information and instructional strategies will be shared out to all teachers at PLC's and Staff Meetings.	Outside Consultant	October 2016--June 2017	2 teachers, one sub day each  Conference and Travel	1000-1999: Certificated Personnel Salaries  5800: Professional/Consulting Services And Operating Expenditures	District Funded  District Funded
Teachers will be receiving ongoing training and coaching from Weston Kieschnick who specializes in coaching teachers in digital leadership and learning solutions. This training targets the specific needs to grow awareness, develop expertise, and establish sustainable change for student success with a digital initiative.	K-5 Teachers	August 2016- June 2017			District Funded
Teachers from all grade levels will continue to conduct non-evaluative "Learning Walks" through colleague's classrooms. Data and feedback on student engagement, student learning, and innovative strategies are shared with all staff for meta-analysis and improved teaching.	K-5 staff	September 2013-ongoing	Teacher Walkthroughs		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Factswise K-5 math facts training: Every K-5 teacher will have the opportunity to attend the FactWise training through the OCDE. The focus of the training is to improve instructional capacity and strategies for student's mastery of grade level math facts and computational skills.	Certificated Staff	September 2014-ongoing	Listed in previous goal	1000-1999: Certificated Personnel Salaries	Site Formula Funds
4CLE (the four C's of the common core Learning Environment) committee: The 4CLE district initiative is the plan to create classroom learning environments that enhances student collaboration, communication, critical thinking, and creativity. It consists of redesigning the classrooms by providing new furniture that is more conducive to collaboration, an amplification system to increase communication, and adding several TV screens to promote engagement and interaction. Complementary trainings are also being held about redefining the learning environment, managing technology use, and project based learning.	Tech department/ 1st Grade Classes	August 2014-ongoing			
District technology training for all certificated staff during staff workshop days at the beginning of the school year. Ongoing technology training and refreshers offered including: Illuminate, Manga High, Dreambox, SRC, Haiku, Notability, Wixie, Seesaw, etc.	Tech Dept., Site Tech Leads, Dustin Gowan, Amy Kernan	September 2016-Ongoing	Certificated Hourly	1000-1999: Certificated Personnel Salaries	District Funded
A schoolwide garden program has been implemented with a \$10,000 grant from the Ecology Center. Students are participating in hands on NGSS garden lessons each week.	Kelly Osborne, Parent Volunteers, Classroom Teachers	September 2015-Ongoing	Garden Grant	4000-4999: Books And Supplies	Other

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Project Based Learning Training is offered on an elective basis for K-5 teachers, in the summer months, hosted by OCDE and LBUSD.	K-5 Certificated Staff	June 2015-ongoing	Certificated hourly and registration cost	1000-1999: Certificated Personnel Salaries  5800: Professional/Consulting Services And Operating Expenditures	District Funded  District Funded
Ongoing staff trainings offered for support with student safety, health, social and emotional growth, and well-being will be offered throughout the year. Teachers have the opportunity to consult with the on-site OT, PT, and Adaptive PE consultants when needed.	K-5 Staff, Consultants	September 2016--Ongoing	Counseling Plan	4000-4999: Books And Supplies	District Funded



**Form A: Planned Improvements in Student Performance (continued)**

<p><b>LEA GOAL 4:</b>  <b>Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b>          Based on the assessment of our facility needs, we will continue to make the necessary repairs and improvements to ensure student safety and promote student learning.</p>
<p><b>LCAP Priorities 3, 6, 8: Course Access</b> – Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; <b>Student Engagement</b> - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; <b>School Climate</b> – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts.</p>

<p><b>What data did you use to form this goal?</b>          FIT Williams Facilities Report, California Healthy Kids Survey, FRRP assessment, district survey</p>	<p><b>What were the findings from the analysis of this data?</b>          A 10-year plan of projects was formulated with areas of need prioritized based on gaps in the data collected.</p>	<p><b>How will the school evaluate the progress of this goal?</b>          The progress of this goal will be monitored by data collected by the School District Facilities department, FIT Williams Facilities Report and California Healthy Kids Survey.</p>
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**STRATEGY:**  
 Continually determine facility needs and use data collected to effectively and efficiently maintain our facilities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Improvements include furniture replacements, HVAC upgrades, repair/replace plumbing throughout site, lighting updates, artificial turf for playgrounds, roofing for the office and kindergarten buildings, carpet in the kindergarten, office, and 6000 buildings.	Facilities Director	June 2016-Ongoing	Facilities Plan	6000-6999: Capital Outlay	District Funded
Beginning May 2017, CLC buildings will be replaced with permanent buildings. These new buildings will also house the Music Department, including choir and strings.  There is also a plan within the next calendar year to repair and replace the field.	Facilities Director	June 2016-Ongoing	Facilities Plan	6000-6999: Capital Outlay	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
4CLE Classroom Initiative will continue. First grade was completed this year and 4th grade is scheduled for the 2017-2018 school year.	Mike Morrison	August 2014--ongoing	Cost in previous goal	6000-6999: Capital Outlay	District Funded
There will be continued upgrades to the outdoor classrooms.	Parent Volunteers	August 2014-Ongoing	Volunteers and Grants	None Specified	Other
The STEAM Classroom and materials will continue to be updated.	Science teacher and K-5 Teachers	September 2016-Ongoing	Facilities Plan Conference and Travel	6000-6999: Capital Outlay	District Funded
Library improvements are under consideration.		TBD			
All students have access to wiggle cushions and ability seating for sensory motor stimulation.	All Staff	Ongoing		4000-4999: Books And Supplies	Site Formula Funds

## Form A: Planned Improvements in Student Performance (continued)

<p><b>LEA GOAL 5:</b> By promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation, all stakeholders will be engaged in the learning process.</p>
<p><b>SCHOOL GOAL:</b> (Goals should be prioritized, measurable, and focused on identified student learning needs.) We will continue to improve communication with all stakeholders and create more opportunities for community/parent involvement at TOW.</p>
<p><b>LCAP Priorities 6, 7, 8: Student Engagement</b> - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; Parent involvement as measured by the extent to which parents participate in key school decisions; <b>School Climate</b> – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts.</p>

<p><b>What data did you use to form this goal?</b> Data was gathered from the School Climate Survey, Healthy Kids Survey, and other staff, parent, and student surveys.</p>	<p><b>What were the findings from the analysis of this data?</b> Our stakeholders feel we have strong communication and provide meaningful participation opportunities for everyone.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Number of parents who participate in BTSN, Open House, GATE Advisory, DELAC and ELAC meetings and Report Card conferences, HKS survey data, PTA volunteer hours, Number of students who participate in PALS and Student Council.</p>
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<p><b>STRATEGY:</b> Provide opportunities for students, parents, and community members to be actively involved on campus and in their student's learning.</p>
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Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Healthy Kids Survey will be conducted every other year with 5th grade students and all staff will take an online survey as well.	Amy Kernan	Ongoing	Every other year (2017-18)	5000-5999: Services And Other Operating Expenditures	District Funded	3,000,000
School Climate Survey will be conducted once a year with all stakeholders. Data will be gathered and analyzed to determine and guide changes to be made.	Amy Kernan	Ongoing	Every other year (2017-18)	5000-5999: Services And Other Operating Expenditures	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PTA volunteer opportunities: Volunteer options include After School Programs, Bonanza, PTA Family Art Night, Reflections, Reflections Art Day, Imagination Celebration, Book Swap, Fall Fundraiser, Jog-A-Thon, Kids Run the OC, Spelling Bee, Art Masters, and Talent Show.	PTA	Ongoing	Volunteer	None Specified	None Specified	
Site Advisory Council members elected every two years for stakeholder representation and input to the Single Plan for Student Achievement.	Elected teachers, parents, support staff and principal	Ongoing	Stipend for teacher	1000-1999: Certificated Personnel Salaries	None Specified	
Classroom volunteer opportunities: room parents, library, SRC, field trip chaperones, Art Masters lessons, garden time, center time rotations, classroom materials preparation, small group instruction, and assisting with various events.	Teachers will coordinate with parent representatives.	Ongoing	Volunteer	None Specified	None Specified	
Community involvement opportunities include: food drives, KC Club kindness initiative, Kenya Coin Drive, warm clothing drive, blankets for marine animals, Friendship Shelter gift baskets, LOCA Color, Read Across America, and Plein Aire painters.	Various	Ongoing	Volunteer	None Specified	None Specified	
Home/School Communication includes: Weekly School Update, teacher/TOW /LBUSD websites, Back to School Night, Open House, parenting classes, and Coffee Break, School Board meetings, School Board minutes available for review.	Various	Ongoing	Communication	None Specified	None Specified	

## Form D - School Site Council Membership: Top of the World Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mike Conlon	X				
Kimberly Mattson Chairperson		X			
Kris Hammerquist			X		
Holly Bennett				X	
Stacy Pollock				X	
Phyllis Fang				X	
Sheri Morgan				X	
Marie Bammer		X			
<b>Numbers of members of each category</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	

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.

**Form E - Recommendations and Assurances (Top of the World Elementary School)**

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

1. The SAC is composed of school site and parent representatives.
2. The SAC reviewed its responsibilities and belongs under district governing board policies.
3. The SAC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SAC reviewed relevant school and district data when creating the goals and actions.
5. 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.
6. This SPSA was presented to the district LCAP committee on: March 14, 2016

Attested:

Michael Conlon

\_\_\_\_\_  
Typed Name of School Principal

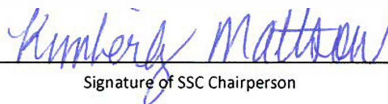


\_\_\_\_\_  
Signature of School Principal

4/3/17  
\_\_\_\_\_  
Date

Mrs. Kimberly Mattson

\_\_\_\_\_  
Typed Name of SSC Chairperson



\_\_\_\_\_  
Signature of SSC Chairperson

4/3/17  
\_\_\_\_\_  
Date