

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LA JOLLA ELEMENTARY SCHOOL

2018-19

37-68338-6039846
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Tripi, Donna

Contact Person: Tripi, Donna

Position: Principal

Telephone Number: 858-454-7196

Address: 1111 Marine St, La Jolla Elementary, La Jolla, CA, 92037-5131,

E-mail Address: dtрпи@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: La Jolla Elementary School

SITE CONTACT PERSON: Donna Tripi

PHONE: 858 454 7196 FAX: 858 459 6918 E-MAIL ADDRESS: dtripi@sandi.net

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|-------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>4/3/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>4/3/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: 4/3/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Donna Tripi
Type/Print Name of School Principal

Donna A. Tripi
Signature of School Principal 4/6/18
Date

Kelly Skommes/Stephanie Allen
Type/Print Name of SSC Chairperson

Kelly Skommes
Signature of SSC Chairperson 4/6/18
Date

Mitzi Merino
Type/Print Name of Area Superintendent

Mitzi Merino
Signature of Area Superintendent 5.23.18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Data Reports
 - B. Parent Involvement Policy for Non-Title I Schools
 - C. Home/School Compact
 - D. MPP Budget Allocations Summary Grid
 - E. 2018-19 SPSA Assessment and Evaluation

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

This is the 2018-2019 Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been working to implement the CCSS, align the standards with curriculum and instruction, and administer the new Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. The District is also utilizing interim assessments provided through SBAC.

The contents of this SPSA include the SSC approved categorical budget. This document addresses the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY**Academic:**

Teachers provide learning tasks and experiences in their classrooms that are rich, rigorous, fully engage students, and foster creativity and critical thinking. Instruction is differentiated to meet the needs of our diverse population of students. The administrator is an instructional leader and works with teachers to provide curriculum and instruction that meet the needs of our learners.

Classrooms are alive with the voices of children in collaborative conversations. The students are active listeners, understanding that they learn from these conversations. The teacher is a facilitator and prompts and questions students to help them grow their understanding of the meaningful learning in which they are engaged.

Classroom teachers, support teachers, education specialists, and the administrator monitor the progress of their students and find innovative solutions to support their growth. They work collaboratively with students and parents to ensure that all students succeed and feel confident in their abilities. Teachers integrate technology effectively to prepare students for each level of their future education, and ultimately college and careers in the 21st century.

Both teachers and parents have high expectations for their children and work cooperatively to accomplish the shared goals they have for them.

Teachers and parents communicate effectively for the good of their students and our school. Parents are provided with the information they need to support their students' academic and social/emotional growth.

Social:

All students and families feel welcomed, valued, and are treated fairly, positively, and with respect. Students are able to talk freely with the adults on campus about their academic and social/emotional needs and know that an adult will respond. Parents know that they can access teachers and the administrator regarding their students' needs and they will get a timely and assistive response.

All students use scholarly behaviors while learning and hold high expectations for themselves. Teachers across the school have high expectations for their students and hold them accountable for these behaviors in their classrooms and across the campus. The classroom is a safe place for students to take academic risks.

All teachers and staff members feel valued for their contributions to the classrooms, our school, and our district. They have high expectations for themselves and take a leadership role in shaping the education we provide for our students. They work well collaboratively by actively contributing to their learning and the learning of the others on their teams and in our school.

Physical:

The physical environment of our classrooms is strategically designed to facilitate meaningful learning, with meeting areas for whole group lessons, desks organized in clusters or tables, well-stocked, labeled libraries, current work displayed, and relevant bulletin board and charting for all areas taught. The classrooms and campus are clean and attractive. Students know how to utilize the resources in the room independently.

Our campus is utilized after hours as a place where our school community gathers for social and educational purposes. We host many events through the year for our families.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize that universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, we provide a comprehensive professional development structure. We have Wednesday afternoon whole staff professional time each month focused on areas of need identified through student data and classroom observations. Professional development time is also provided weekly within the structure of Grade Level Professional Learning Communities. Teachers use this time for grade specific needs which include: planning instruction aligned to the CCSS in ELA and Math and the Next Generation Science Standards (NGSS) in science, creating common assessments, analyzing student data, and conducting lesson design and lesson study to improve instructional practice.

Professional Learning Communities (PLCs) also analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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 Proficient levels on the SBAC, site-developed common assessments, and the DRA2. In order to achieve our goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Our stakeholders were given an opportunity to give feedback on how our funding aligns to our SPSA goals at our SSC meeting held on January 30, 2018.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Stephanie Allen	Parent
Kat Peppers	Parent
Julie Bubnack	Parent
Donna S. Tripi	Principal
Susie Payne	Other
Valerie Krapfel	Teacher
Denny Jo Berger	Teacher
Nancy Rice	Teacher
Kelly Skommesa	Teacher, Co-Chairperson
Alicia Calhoon	Parent, Co-Chairperson
Elizabeth Tobias	Parent
Luba Khomskaya	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 90 % (approx. 80 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 90 % (approx. 80 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,.)

Subgroup: Students with Disabilities

By June 2019, 77 % (approx. 9 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 77 % (approx. 8 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Site developed assessments.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and achievement on site-developed performance criteria 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 90 % (approx. 80 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 90 % (approx. 80 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: Students with Disabilities

By June 2019, 77 % (approx. 9 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 77 % (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Site developed assessments, unit tests

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze site-developed exit slips and end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of my site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):
DRA, Writing Samples, Teacher recommendation

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
A comprehensive professional development structure of monthly whole school professional development time and weekly grade level Professional Learning Communities (PLCs) exists. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 90 % (approx. 80 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 90 % (approx. 80 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Classroom teachers, resource teachers, and the administrator will meet by grade level to analyze end of unit assessments DRA2 monthly. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100 % (approx. 440 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 80 % (approx. 352 families) will attend our Family Math and Family Literacy Days to support their students in reaching grade level proficiency in ELA and Mathematics toward meaningful graduation.

Targeted Population:

Each year we provide Family Literacy Days and Family Math Days at each grade level to share information on the essential concepts of the grade level and provide parents with meaningful information on how to support their students to achieve grade level proficiency. We will advertise the programs and do them at days/times convenient to parents.

What data did you use to form these goals?:

Current research supports the conclusion that parent involvement increases academic achievement.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

The SSC analyzes student progress using site developed criteria. Teachers and Administration will track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the California Common Core grade level standards, and aligned curriculum as a base to design and differentiate instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including the Seminars in Critical Literacy for reading comprehension work, daily guided reading, and Lucy Catkins' Common Core Writing Workshop units for writing.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, teacher created assessments, DRA, and writing samples to monitor progress and adjust instruction based on the needs of students.
- Staff will analyze student writing using grade level writing rubrics and provide students with feedback and direction as it relates to grade level writing standards.
- Teachers will use Thinking Maps to support student understanding in reading and organization in the writing process.
- All English learners will be assessed using ELPAC.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of PLC developed assessments to plan instruction, monitor student progress, and adjust instruction accordingly.
- Teachers will participate in on site and district professional development to strengthen literacy instruction.

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher.
- Support teachers will provide push in or pull out supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
 At La Jolla Elementary School, we carefully monitor the progress of each of our students. We use the results of formal assessments, and informal assessments, e.g. Quick writes in literacy, writing samples, exit slips, unit tests, etc. to determine our students' instructional needs. If students do not understand concepts or need additional reinforcement of a concept or skill, teachers provide small group or one-on-one work in the classroom. Students are also provided with passwords for instructional software we have determined would be beneficial for all students, but prescribed for students who need additional reinforcement. Students work on these programs both at home and at school.

How will you monitor these strategies/activities?:
 We utilize the results of assessments to determine whether students have mastered the knowledge and skills identified in the California Common Core Standards at their grade levels. We monitor their progress on the instructional software programs through reporting provided by the program – we can determine the time students spend on the programs, the levels they've achieved, and the results of any assessments provided.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
 At La Jolla Elementary School, we carefully monitor the progress of each of our students. We use the results of formal assessments, and informal assessments, e.g. quick writes in literacy, writing samples, exit slips, unit tests, etc. to determine our students' instructional needs. If students do not understand concepts or need additional reinforcement of a concept or skill, teachers provide small group or one-on-one work in the classroom. Students are also provided with passwords for instructional software we have determined would be beneficial for all students, but prescribed for students who need additional reinforcement. Students work on these programs both at home and at school.

How will you monitor these strategies/activities?:
 We utilize the results of assessments to determine whether students have mastered the knowledge and skills identified in the California Common Core Standards at their grade levels. We monitor their progress on the instructional software programs through reporting provided by the program – we can determine the time students spend on the programs, the levels they've achieved, and the results of any assessments provided.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
 At La Jolla Elementary School, we have a comprehensive site plan for professional development. We utilize one Wednesday minimum day for site professional development with the whole staff. In addition, teachers work collaboratively in grade level teams for two hours each weeks while our students are involved in enrichment classes. The collaborative time is spent planning instruction, creating assessments, analyzing student work, and monitoring the progress of students not yet at grade level. We use that time for lesson study and work with district resource teachers as well.

How will you monitor these strategies/activities?:
 The principal and area superintendent monitor the results of our professional development through daily walkthroughs, feedback on professional development surveys, and anecdotal notes on work with teachers in collaboratives.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

At La Jolla Elementary School much professional development has been done to create positive, supportive learning environments for our students. We help them to become aware of their strengths, to have a growth mindset, to embrace intellectual struggle, and be agentive. We have a district counselor on site to work with students for 1.5 days each week to ensure that if students have social/emotional hurdles, she/he works with them individually or in small groups.

How will you monitor these strategies/activities?:

The district's Healthy Kids Survey administered to all fifth graders will provide evidence of our supportive learning environment. Anecdotal records of students' attitudes toward their work, willingness to initiate and complete tasks without appealing to teachers first, etc.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

La Jolla Elementary School parents are extremely involved in their childrens' education. They support their children each day at home and are provided with parent resources to do so. They also volunteer to assist in classrooms, to run special enriching events for students, and to fund raise for curricular enhancements and experiences.

How will you monitor these strategies/activities?:

Each year our Site Governance Team puts a survey out to all parents to obtain their feedback on our instructional program, learning environment, and special events.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Intervention software is provided to increase the number of students meeting grade level standards as evidenced by DRA2, and site developed assessments.</p> <p>Identified Need:: There are students in all grade levels who are not meeting grade level standards in literacy and/or mathematics. These students will benefit from intervention software.</p> <p>Target Group:: Students not meeting grade level standards</p> <p>Monitoring:: DRA2 scores and results of site developed assessments</p> <p>Personnel Responsible:: Administration/ILT/Classroom teachers/SSC</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: To increase access to grade level curriculum standards and improve learning, supplies such as phonics workbooks are necessary.</p> <p>Identified Need:: All students benefit from supplies and a systematic phonics program.</p> <p>Target Group:: All students benefit from supplies and a systematic phonics program.</p> <p>Monitoring:: Administrative approval of instructional supply requests are based on the academic rationale provided.</p> <p>Personnel Responsible:: Administration</p>

Goal 3: Professional Development
 Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
 To consistently develop academic rigor and teacher capacity.

Identified Need::
 Continued growth.

Target Group::
 Students not performing at grade level as well as to the benefit of all students.

Monitoring::
 Teachers work collaboratively two hours per week to assess student progress and plan responsive lessons and interventions.

Personnel Responsible::
 Administration

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Software License		\$9,237.00	\$9,237.00	0169-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To provide web-based learning applications in the CORE content areas as a Tier 2 intervention during the instructional day and beyond.
Supplies		\$878.00	\$878.00	0169-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplies such as pencils, writing supplies, etc.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
La Jolla Elementary
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	353	92.6	319	94.4	299	95.3	2.7	0.9	359	90.8	323	94.7	305	94.8	4.0	0.1
Female	161	96.3	146	97.9	131	96.9	0.6	-1.0	162	90.7	147	95.9	134	94.8	4.1	-1.1
Male	192	89.6	173	91.3	168	94.0	4.4	2.7	197	90.9	176	93.8	171	94.7	3.8	0.9
African American	7	-	5	-	3	-	-	-	7	-	5	-	3	-	-	-
Asian	28	92.9	29	100.0	27	96.3	3.4	-3.7	28	96.4	30	100.0	27	100.0	3.6	0.0
Filipino	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Hispanic	45	86.7	43	90.7	36	97.2	10.5	6.5	49	81.6	44	93.2	40	95.0	13.4	1.8
Indochinese	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-
Native American	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	240	93.8	206	94.2	199	95.0	1.2	0.8	242	93.0	208	95.2	201	94.5	1.5	-0.7
Multiracial	28	96.4	30	100.0	30	96.7	0.3	-3.3	28	92.9	30	100.0	30	96.7	3.8	-3.3
English Learner	12	58.3	7	-	6	-	-	-	18	66.7	11	72.7	12	75.0	8.3	2.3
English-Speaking	341	93.8	312	94.9	293	96.2	2.4	1.3	341	92.1	312	95.5	293	95.6	3.5	0.1
Reclassified†	19	89.5	21	100.0	20	100.0	10.5	0.0	19	78.9	21	95.2	20	90.0	11.1	-5.2
Initially Eng. Speaking	322	94.1	291	94.5	273	96.0	1.9	1.5	322	92.9	291	95.5	273	96.0	3.1	0.5
Econ. Disadv.*	40	80.0	36	88.9	35	94.3	14.3	5.4	40	77.5	36	86.1	36	88.9	11.4	2.8
Non-Econ. Disadv.	313	94.2	283	95.1	264	95.5	1.3	0.4	319	92.5	287	95.8	269	95.5	3.0	-0.3
Gifted	201	97.5	173	99.4	149	100.0	2.5	0.6	203	97.0	173	100.0	150	100.0	3.0	0.0
Not Gifted	152	86.2	146	88.4	150	90.7	4.5	2.3	156	82.7	150	88.7	155	89.7	7.0	1.0
With Disabilities	45	71.1	39	66.7	36	75.0	3.9	8.3	44	72.7	39	74.4	36	75.0	2.3	0.6
WO Disabilities	308	95.8	280	98.2	263	98.1	2.3	-0.1	315	93.3	284	97.5	269	97.4	4.1	-0.1
Homeless	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Foster	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Military	6	-	2	-	2	-	-	-	6	-	2	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
La Jolla Elementary
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	117	91.5	90	96.7	87	97.7	6.2	1.0	118	90.7	91	97.8	90	98.9	8.2	1.1
Female	57	96.5	35	94.3	41	97.6	1.1	3.3	57	91.2	35	97.1	42	97.6	6.4	0.5
Male	60	86.7	55	98.2	46	97.8	11.1	-0.4	61	90.2	56	98.2	48	100.0	9.8	1.8
African American	3	-	1	-	0	-	-	-	3	-	1	-	0	-	-	-
Asian	10	90.0	9	-	9	-	-	-	10	100.0	10	100.0	9	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	15	86.7	15	86.7	8	-	-	-	16	75.0	15	93.3	10	100.0	25.0	6.7
Indochinese	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
Native American	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	79	93.7	52	98.1	59	100.0	6.3	1.9	79	93.7	52	98.1	60	100.0	6.3	1.9
Multiracial	9	-	10	100.0	10	90.0	-	-10.0	9	-	10	100.0	10	90.0	-	-10.0
English Learner	6	-	5	-	2	-	-	-	8	-	6	-	5	-	-	-
English-Speaking	111	92.8	85	97.6	85	97.6	4.8	0.0	110	92.7	85	98.8	85	98.8	6.1	0.0
Reclassified†	4	-	7	-	3	-	-	-	4	-	7	-	3	-	-	-
Initially Eng. Speaking	107	92.5	78	97.4	82	97.6	5.1	0.2	106	92.5	78	98.7	82	98.8	6.3	0.1
Econ. Disadv.*	17	76.5	9	-	12	100.0	23.5	-	17	76.5	9	-	12	100.0	23.5	-
Non-Econ. Disadv.	100	94.0	81	96.3	75	97.3	3.3	1.0	101	93.1	82	97.6	78	98.7	5.6	1.1
Gifted	63	98.4	40	100.0	37	100.0	1.6	0.0	63	96.8	40	100.0	37	100.0	3.2	0.0
Not Gifted	54	83.3	50	94.0	50	96.0	12.7	2.0	55	83.6	51	96.1	53	98.1	14.5	2.0
With Disabilities	14	71.4	8	-	11	90.9	19.5	-	13	84.6	8	-	11	100.0	15.4	-
WO Disabilities	103	94.2	82	96.3	76	98.7	4.5	2.4	105	91.4	83	97.6	79	98.7	7.3	1.1
Homeless	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
La Jolla Elementary
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	113	92.9	119	91.6	87	98.9	6.0	7.3	113	93.8	122	93.4	89	98.9	5.1	5.5
Female	51	98.0	58	100.0	32	96.9	-1.1	-3.1	51	96.1	59	98.3	33	97.0	0.9	-1.3
Male	62	88.7	61	83.6	55	100.0	11.3	16.4	62	91.9	63	88.9	56	100.0	8.1	11.1
African American	4	-	2	-	1	-	-	-	4	-	2	-	1	-	-	-
Asian	10	90.0	10	100.0	8	-	-	-	10	90.0	10	100.0	8	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	16	81.3	14	92.9	14	92.9	11.6	0.0	16	93.8	15	100.0	16	93.8	0.0	-6.2
Indochinese	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	73	94.5	82	90.2	52	100.0	5.5	9.8	73	95.9	84	92.9	52	100.0	4.1	7.1
Multiracial	8	-	10	100.0	10	100.0	-	0.0	8	-	10	100.0	10	100.0	-	0.0
English Learner	5	-	2	-	2	-	-	-	5	-	5	-	4	-	-	-
English-Speaking	108	94.4	117	92.3	85	100.0	5.6	7.7	108	93.5	117	94.9	85	100.0	6.5	5.1
Reclassified†	3	-	8	-	6	-	-	-	3	-	8	-	6	-	-	-
Initially Eng. Speaking	105	94.3	109	91.7	79	100.0	5.7	8.3	105	93.3	109	94.5	79	100.0	6.7	5.5
Econ. Disadv.*	11	81.8	15	86.7	8	-	-	-	11	90.9	15	86.7	8	-	-	-
Non-Econ. Disadv.	102	94.1	104	92.3	79	98.7	4.6	6.4	102	94.1	107	94.4	81	98.8	4.7	4.4
Gifted	60	95.0	63	98.4	35	100.0	5.0	1.6	60	98.3	63	100.0	35	100.0	1.7	0.0
Not Gifted	53	90.6	56	83.9	52	98.1	7.5	14.2	53	88.7	59	86.4	54	98.1	9.4	11.7
With Disabilities	11	72.7	14	42.9	11	100.0	27.3	57.1	11	63.6	14	57.1	11	100.0	36.4	42.9
WO Disabilities	102	95.1	105	98.1	76	98.7	3.6	0.6	102	97.1	108	98.1	78	98.7	1.6	0.6
Homeless	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
La Jolla Elementary
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	123	93.5	110	95.5	125	91.2	-2.3	-4.3	128	88.3	110	93.6	126	88.9	0.6	-4.7
Female	53	94.3	53	98.1	58	96.6	2.3	-1.5	54	85.2	53	92.5	59	91.5	6.3	-1.0
Male	70	92.9	57	93.0	67	86.6	-6.3	-6.4	74	90.5	57	94.7	67	86.6	-3.9	-8.1
African American	0	-	2	-	2	-	-	-	0	-	2	-	2	-	-	-
Asian	8	-	10	100.0	10	100.0	-	0.0	8	-	10	100.0	10	100.0	-	0.0
Filipino	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Hispanic	14	92.9	14	92.9	14	100.0	7.1	7.1	17	76.5	14	85.7	14	92.9	16.4	7.2
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	88	93.2	72	95.8	88	88.6	-4.6	-7.2	90	90.0	72	95.8	89	87.6	-2.4	-8.2
Multiracial	11	90.9	10	100.0	10	100.0	9.1	0.0	11	81.8	10	100.0	10	100.0	18.2	0.0
English Learner	1	-	0	-	2	-	-	-	5	-	0	-	3	-	-	-
English-Speaking	122	94.3	110	95.5	123	92.7	-1.6	-2.8	123	90.2	110	93.6	123	90.2	0.0	-3.4
Reclassified†	12	83.3	6	-	11	100.0	16.7	-	12	66.7	6	-	11	81.8	15.1	-
Initially Eng. Speaking	110	95.5	104	95.2	112	92.0	-3.5	-3.2	111	92.8	104	94.2	112	91.1	-1.7	-3.1
Econ. Disadv.*	12	83.3	12	83.3	15	86.7	3.4	3.4	12	66.7	12	75.0	16	75.0	8.3	0.0
Non-Econ. Disadv.	111	94.6	98	96.9	110	91.8	-2.8	-5.1	116	90.5	98	95.9	110	90.9	0.4	-5.0
Gifted	78	98.7	70	100.0	77	100.0	1.3	0.0	80	96.3	70	100.0	78	100.0	3.7	0.0
Not Gifted	45	84.4	40	87.5	48	77.1	-7.3	-10.4	48	75.0	40	82.5	48	70.8	-4.2	-11.7
With Disabilities	20	70.0	17	70.6	14	42.9	-27.1	-27.7	20	70.0	17	76.5	14	35.7	-34.3	-40.8
WO Disabilities	103	98.1	93	100.0	111	97.3	-0.8	-2.7	108	91.7	93	96.8	112	95.5	3.8	-1.3
Homeless	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	2	-	-	-	2	-	1	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

**PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

La Jolla Elementary School

NON-TITLE I PARENT INVOLVEMENT POLICY

La Jolla Elementary School has developed a written Non-Title I parental involvement policy with input from Non-Title I parents in our monthly SSC meetings.

It has distributed the policy to parents of Non-Title I students. The policy is distributed to parents via the parent handbook.

The policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Non-Title I Program

To involve parents in the Non-Title I program at La Jolla Elementary School the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. We have an annual Back to School Night that all parents attend; the policy is included in the information presented there.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. The principal holds principal chats at times most convenient for families at our school. That tends to be the morning after drop off.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. We have active parent groups on campus. We have an SSC, SGT, PTO, and foundation. Different aspects of the information concerning the school's programs are presented in each of these venues.
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. We inform parents through our Back to School Night as well as through our newsletter. Teachers inform parents of programs pertinent to their children.
- The school provides parents of Non-Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Information is distributed at the Back to School Nights in September and is given to parents throughout the year by the classroom teachers.
- If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

La Jolla Elementary School distributes to parents of Non-Title I students a Home/School compact in the parent handbook. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Non-Title I students.

- The school's responsibility to provide high-quality curriculum and instruction;
- The ways parents will be responsible for supporting their children's learning;
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

Building Capacity for Involvement

La Jolla Elementary School engages Non-Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This is done through the following:
 - Back to School Night presentations
 - Teacher communication
 - Articles written by the principal in the school newsletter
 - Opportunities to visit the classroom for Family Literacy Days and Family Math Days
 - Presentations and showcases of student academic work and work in the visual and performing arts.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - Parent conferences are held twice each year for all students and additionally as needed for students who are struggling. Teachers work with parents to continue support for their children's achievement at home.
 - The school provides computer programs that can be used to hone skills for proficient students or as additional intervention practice for struggling students.
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
 - Faculty meetings
 - Teacher representatives on all parent committees
- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, to encourage and support parents in more fully participating in the education of their children.

- Family Math Days, Family Literacy Days, and presentations and showcases of student work support parents in learning about the curriculum and ways to support their children at home.
- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand.
 - The School eblasts parents an abundance of information. If parents need parent copies of eblasts, they may request them from the office. Eblasts can be obtained in different languages with the use of translation programs suggested in the eblasts.
 - The principal will provide a monthly eblast summarizing important decisions made at meetings that took place in the month.
- The school provides support for parental involvement activities requested by Non-Title I parents.

Accessibility

La Jolla Elementary School provides opportunities for the participation of all Non-Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

APPENDIX C

HOME/SCHOOL COMPACT

LA JOLLA ELEMENTARY SCHOOL
HOME / SCHOOL COMPACT

This Home/School Compact outlines how the parents, the entire school staff, and the students share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve California's high academic standards.

SCHOOL RESPONSIBILITIES AT LA JOLLA ELEMENTARY SCHOOL

LA JOLLA ELEMENTARY SCHOOL will:

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards as follows:**

La Jolla Elementary School offers a learning environment that encompasses rigorous academic standards and high expectations in academics, behavior, and citizenship for our students.

The mission of La Jolla Elementary School is to work with parents and students to foster a learning environment characterized by mutual respect and to enrich learning experiences so that skills and attitudes are developed that will prepare students to be positive, productive, and responsible members of society.

At La Jolla Elementary School, our instructional focus is to meet the needs of our 21st century learners. We believe we must provide opportunities for our students to be critical thinkers, problem solvers, and communicators. We believe our students need real world opportunities to analyze and synthesize information and to solve problems. We believe that our students need a comprehensive education that includes visual and performing arts, and a foreign language. We believe that students need to have opportunities throughout the day to work with technology as a tool for their learning. We believe that instruction needs to be differentiated to meet the varied needs and abilities of all of our students.

At La Jolla Elementary School, we have a rigorous seminar program at grades 3, 4, and 5. All of the La Jolla cluster elementary schools feed into our program. All other classrooms in grades 3-5 are GATE Cluster classes. We differentiate to meet the needs of the GATE students in all of our classrooms. All of our grade 3-5 teachers are GATE certified.

At La Jolla Elementary School, we have Special Education Resource Teachers (education specialists) who provide support to students with mild to moderate learning needs. We also have a Special Education Resource Teacher who offers intensive support to students from all of the La Jolla cluster elementary schools with moderate to severe learning needs.

We have a library that provides students with supplementary instructional resources such as novels, dictionaries, encyclopedias, on-line resources and a place to learn.

At La Jolla Elementary School, we encourage and advocate for parental involvement at all levels. La Jolla Elementary School is fortunate to have a very active Parent Teacher Organization (PTO), Foundation (Friends of La Jolla Elementary, Inc.), School Site Council, and Site Governance Team. Meetings are held regularly for each of these groups. The Foundation provides additional funding to purchase instructional materials, provide enrichment programs, supplement technology needs, and provide classroom supports. Our School Site Council and Site Governance Team are advisory to the principal in setting academic achievement goals that enable all students to succeed, providing a comprehensive educational experience, creating a warm and positive learning environment, and making budgetary decisions that support school goals.

You will find that at La Jolla Elementary School we provide a nurturing and rigorous educational experience to meet the individual needs of our students.

2. Hold parent teacher conferences during which this compact will be discussed as it relates to La Jolla Elementary and to the individual student's achievement.

- Student Study Teams
- 504 meetings
- Individualized Educational Program meetings
- Individual Parent/Teacher meetings
- Parent Handbook

3. Provide parents with frequent reports on their student's progress.

Reporting period ends on the following dates:

- November
- March
- June

Report cards are distributed during parent teacher conferences in November and March. If parents are unable to attend a conference, the report card is sent home. At the parent conference, teachers provide a comprehensive profile of each student's academic performance which may include: formative assessments, summative assessments, writing samples, and projects. The June report card does not accompany a conference and is sent home with the students on the last day of school.

Individual teachers will provide timely notification if the child is at risk of not meeting grade level standards at any point during the school year. The first notification will be made before the end of the first six weeks of school

Provide parents reasonable access to staff.

- La Jolla Elementary offers a reliable message system through the main office where parents can leave messages for their students' teachers and/or other staff members. All staff members try to respond within 24 hours during the work week.
- Parents can also utilize the district email address to communicate with teachers and other support staff.

4. Provide parents opportunities to volunteer and participate in their students' classes and to observe classroom activities, as follows:

La Jolla Elementary welcomes parent volunteers.

- Parents are given the opportunity to sign up to be a parent volunteer at any point in the year. Parents must fill out a Volunteer Application, receive TB clearance, and be screened using the Meagan's Law list in order to volunteer. Staff members will refer to the list of cleared volunteers to solicit parent volunteers.

La Jolla Elementary welcomes parent visits to classrooms.

- Parents are invited to visit classrooms during our Family Literacy Week, Family Math Week, and for presentations and showcases of student work.

PARENT RESPONSIBILITIES AT LA JOLLA ELEMENTARY

We, as LA JOLLA ELEMENTARY parents, will support our student's learning by:

- Monitoring my student's attendance and tardiness;
- Making sure that my student is provided with a homework routine and environment that allow him/her to complete assignments successfully and independently;
- Checking homework assignments/planner on a daily basis.
- Monitoring the amount and appropriateness of screen time my student has;
- Ensuring that my student exercises good digital citizenship;
- Promoting positive use of my student's extracurricular time;
- Staying informed about my student's education and communicating with the school by promptly reading all notices from La Jolla Elementary or SDUSD either received by my student or by email and responding as appropriate;
- Visiting the school website for up to date information regarding La Jolla Elementary at: <http://www.sandiegounified.org/ljes>
- Volunteering, when available, at La Jolla Elementary School.
- Serving on and/or attending to the extent possible, advisory groups or committees such as School Site Council, School Governance Team, PTO, and/or the school's foundation;
- Attending school events/functions to know more about my students' educational experience such as Back to School Night, Family Math Days, Family Literacy Days, and the art show;
- Attending parent education workshops and meetings wherever possible;
- Participating in decisions related to my student's education;
- Ensuring that my student is not on campus unsupervised;
- Ensuring that my student respects all teachers, volunteers, and other adults on campus;
- Ensuring that my student respects his/her classmates and is a responsible citizen of his/her classroom and our school.

STUDENT RESPONSIBILITIES AT JOLLA ELEMENTARY

We, as La Jolla Elementary students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- Attend school each day unless sick;
- Be on time each morning and ready to learn;
- Use learning time well;
- Be accountable for my learning;
- Stay curious;
- Find new learning in all experiences;
- Participate in class;
- Work well with others;
- Respect my classmates;
- Respect all of the adults on campus: teachers, volunteers, other adults;
- Be a responsible citizen of my classroom and our school;
- Help to keep our classrooms and school campus clean;
- Do my homework as assigned independently;
- Read at least 30 minutes every day outside of school time;
- Limit the time I engage in screen activities;
- Exercise digital citizenship at school and at home.

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
La Jolla Elementary	09800	4301	Supplies			\$ 878.00
		5841	Software License			\$ 9,237.00
09800 Total						\$ 10,115.00

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**

APPENDIX F
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2017-2018 ASSESSMENT AND EVALUATION SURVEY SUMMARY

School Name: La Jolla Elementary School

**Please type the information inside the boxes. No handwritten information. Upload summary to SBB tool and keep a copy in your SSC binder.*

ANALYSIS OF SCORES - FOCUS AREA	ANALYSIS OF SCORES/NOTES/ACTIONS/DECISIONS
HIGH EXPECTATIONS:	<ul style="list-style-type: none"> • Teachers expect that all students will meet or exceed grade level expectations. They utilized data to plan instruction, utilized the support of their grade level teams to study areas of need/brainstorm instructional strategies to meet student needs, and utilized professionals (school psychologist, resource specialists) for classroom intervention suggestions at monthly PLC meetings and IST meetings as needed. • The SSC, with input from teacher and parent groups, set goals for all students and a closing the gap goal for students not yet at grade level proficiency. Our closing the gap goal targets Students with Disabilities. • The SSC held the school community accountable for achieving the goals. We reviewed data from grade level PLC assessments at meetings through the year. We updated the SSC on program implementation and results. • Teachers and support teachers worked with students below grade level expectations to reteach concepts and provide additional time on task. • We communicated our high expectations to our parent community and enlisted their support to help students meet or exceed grade level expectations. This was done through our beginning Back to School Nights, parent conferences, Family Literacy Days, Family Math Days, classroom and school newsletters, and informal teacher feedback to parents.
STANDARDS-BASED CURRICULUM & INSTRUCTION:	<ul style="list-style-type: none"> • All of our teaching in all subject areas is aligned to standards. Exit slips and informal assessments are used to monitor acquisition of the standards and plan instruction. • Teachers planned the pacing of instruction through the year so that all standards are met. • District resources and supplemental resources were used to teach the standards. • Students who required interventions were taught using supplemental materials appropriate to their needs.
USE OF DATA:	<ul style="list-style-type: none"> • Data was utilized from the moment students entered our school. Students were assessed before they entered Kindergarten and teachers were provided with the

	<p>information to plan the first days of instruction and meet students at their level of need.</p> <ul style="list-style-type: none"> • Teachers at each grade level were given folders containing end of year grade level assessments and writing samples. These were utilized in addition to information on formal assessments provided through Illuminate to plan beginning instruction. • We utilized informal data, e.g. math performance tasks, writing samples to set goals, plan instruction, provide interventions, and determine the effectiveness of our programs. • Assessments were built into most lessons, e.g. exit slips, so that teachers could reteach those students who did not understand the concept(s) taught. • Support teachers and resource specialists gave frequent assessments to determine the effectiveness of their instruction and the materials used for students in need of intervention.
<p>STRATEGIC SUPPORT:</p>	<ul style="list-style-type: none"> • Strategic support was provided through small group and individual reteaching of concepts by classroom teachers and support teachers at grades 1 – 5.

**Please type the information inside the boxes. No handwritten information. Upload summary to SBB tool and keep a copy in your SSC binder.*

ANALYSIS OF SCORES – FOCUS AREA	ANALYSIS OF SCORES/NOTES/ACTIONS/DECISIONS
PROFESSIONAL LEARNING:	<ul style="list-style-type: none"> • We worked in grade level collaboratives to increase content knowledge and pedagogy in areas of need at each grade level. • Professional development was provided for the entire staff each month on Wednesday minimum days. • Faculty meetings were used for additional staff development once a month.
PLAN IMPLEMENTATION:	<ul style="list-style-type: none"> • All strategies outlined in our SPSA were fully implemented. • Support teachers at each grade level worked with students who needed reteaching of concepts in reading, writing, and mathematics.
STRATEGIES AND ACTIVITIES:	<ul style="list-style-type: none"> • We feel that the most effective strategies were the small group instruction provided by classroom teachers and support teachers when students needed additional work on a concept. Teachers used informal assessments, e.g. exit slips to determine which students needed reteaching or supplemental resources.
OUTCOMES:	<ul style="list-style-type: none"> • We raised individual student achievement for each targeted student and were pleased with our outcomes. • We exceeded our percentage goals in both ELA or Mathematics.