

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LA JOLLA ELEMENTARY SCHOOL

2014-16

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:

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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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.



received 3/16/15

RECEIVED APR 0 2 REC'D

Attachment 2
Modification of SPSA

ORIGINAL

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: *La Jolla Elementary School*

DUE March 13, 2015

SITE CONTACT PERSON: *Donna S. Tripi*

PHONE: *(858) 454-7196* FAX: *(858) 459-6918* E-MAIL ADDRESS: *dttripi@sandi.net*

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

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) *merged with SSC* Date of presentation: *3/10/15*
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: *3/10/15*
- 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: *3/10/15*

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.

<i>Donna S. Tripi</i> _____ Type/Print Name of School Principal	<i>Donna S. Tripi</i> _____ Signature of School Principal	<i>3/10/15</i> _____ Date
<i>Melissa Kay Wood</i> <i>Eric Korqvaa</i> _____ Type/Print Name of SSC Chairperson	<i>Melissa Kay Wood</i> <i>Eric Korqvaa</i> _____ Signature of SSC Chairperson	<i>3/10/15</i> <i>3/10/15</i> _____ Date
_____ Type/Print Name of Area Superintendent	<i>[Signature]</i> _____ Signature of Area Superintendent	_____ Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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

Both 2014-15 and 2015-16 are addressed in this 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 proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 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.

Teachers and the administrator monitor the progress of their students and find innovative solutions to support their growth. They work collaboratively with students, the administrator, 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

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

TEACHER ALLOCATIONS:

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize 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, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

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 API and AYP growth targets. In order to achieve the SMART 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.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Ruth Leivers	Parent
Eric Korevaar	Parent
Kiley MacDonald	Parent
Donna S. Tripi	Principal
Susie Payne	Other
Valerie Krapfel	Teacher
Melissa Wood	Teacher
Nancy Rice	Teacher
Kelly Skommesa	Teacher, Co-Chairperson
Liza Olmet	Parent, Co-Chairperson
Jenny Rens	Parent
Gail Ryan	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/21/2016, 85 % of La Jolla Elementary Grades 2-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:

* By 06/21/2016, 75 % of La Jolla Elementary Students with Disability will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

* By 06/21/2016, 75 % of La Jolla Elementary English Learner in ELD will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Site developed assessments.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 2: Mathematics

Mathematics SMART Goal:
 * By 06/21/2016, 85 % of La Jolla Elementary Grades 2-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
 * By 06/21/2016, 80 % of La Jolla Elementary English Learner, Students, Grades 2-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)
 * By 06/21/2016, 75 % of La Jolla Elementary Students with Disability will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Site developed assessments.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Area 3: English Learner

English Learner SMART Goal:
 * By 06/21/2016, 90 % of La Jolla Elementary English Learners Enrolled in School 3 years or More will be reclassified in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API
 AYP
 CAHSEE
 CELDT
 Other
 Interim Assessments
 End-Of-Course Exams

Other Assessments (Please Specify):

DRA, Teacher recommendation

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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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 06/21/2016, 95 % of La Jolla Elementary Grade 03, Students will meet or exceed level 38 in DRA

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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

* By 06/21/2016, 65 % of La Jolla Elementary Parents/Guardians will attend Back to School Nights, math and literacy days for all of their children in Parent and Community Engagement

We would like to increase our participation in parent programs designed to educate parents on the curriculum at their child's grade level in key curricular areas and on how they can support their children in those areas at home: Back to School Nights, Family Math Days, and Family Literacy Days.

Targeted Population:

We will work to make parent education programs relevant for our population. We will advertise the programs and do them at days/times convenient to parents. We will also invite more participation from the parents of our English Learners .

What data did you use to form these goals?:

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

Progress and Growth Monitoring:

Collect attendance rosters from all classrooms for Back to School Nights, the Family Math Days, and Family Literacy Days.

BUDGET: Resources Aligned to Area Goals**Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating 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 daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

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 district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

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

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

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 or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

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.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

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

ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students

PAL will provide monthly check in with families of at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

Local Control Funding Formula Goals**Goal 1: Intervention Supports****Intervention Support Goal:**

Intervention software is provided to increase the number of students meeting grade level standards as evidenced by DRA, and site developed assessments.

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.

Target Group:

Students not meeting grade level standards

Monitoring:

DRA scores and results of site developed assessments

Personnel Responsible:

Administration/ILT/Classroom teachers

Goal 2: Classroom Supports**Classroom Support Goal:**

To increase access to grade level curriculum standards and improve learning, basic supplies are necessary.

Identified Need:

All students are in need of basic classroom supplies.

Target Group:

All students are in need of basic supplies for learning.

Monitoring:

Administrative approval of instructional supply requests are based on the academic rationale provided.

Personnel Responsible:

Administration

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$3,567.00	0169-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Classroom supplies are essential to core instruction for all students.
Software License	-	\$4,000.00	0169-09800-00-5841-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1	Literacy and math software is utilized to provide support at school and at home for students who need extra reinforcement of skills.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. 2014-15 SPSA Addendum

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



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, Technology Committee, 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 monthly 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.

School-Parent Compact

[School Name] distributes to parents of Non-Title I students a school-parent compact. 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

[Briefly describe how the school developed the policy with Non-Title I parent input and how the school distributes the policy to Non-Title I parents. Attach a copy of the compact to this policy.]

Building Capacity for Involvement

[School Name] 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. *[Briefly describe or bullet how this happens at your school.]*
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. *[Briefly describe or bullet how this happens at your school.]*
- 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. *[Briefly describe or bullet how this happens at your school.]*
- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. *[Briefly describe or bullet how this happens at your school.]*
- 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. *[Briefly describe or bullet how this happens at your school.]*
- The school provides support for parental involvement activities requested by Non-Title I parents. *[Briefly describe or bullet how this happens at your school.]*

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

LA JOLLA ELEMENTARY SCHOOL
HOME / SCHOOL COMPACT

La Jolla Elementary School is in the process of building a Home/School Compact that outlines how the parents, the entire school staff, and the students will share responsibility and show mutual respect 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 E 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 opportunities to analyze and synthesize information to solve problems.

At La Jolla Elementary School, we have a rigorous Seminar program at grades 3, 4, and 5. All other classrooms in grades 3-5 are GATE Cluster classes.

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.), Technology Committee, School Site Council, and Site Governance Team. Meetings are held monthly for each of these groups. The Foundation provides additional funding to purchase instructional materials, provide enrichment programs, technology, and classroom supports. Our School Site Council and School Governance Team provide guidance to the principal in budgetary decisions and governance of school items.

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

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

Report Cards will be distributed to students. Reporting period ends on the following dates:

- November
- March
- June

Report Cards are distributed at Parent Teacher Conferences or by the last day of Parent/Teacher Conferences

Individual teachers will provide timely notification if the child is at risk of not meeting grade level standard at any point during the school year.

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 student's teachers and/or other staff members. All staff members respond within 24 hours during the work week with few exceptions.
- Parents can also utilize the district email address for teachers and other support staff to communicate.

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

La Jolla Elementary welcomes parent volunteers

- In the fall, parents are given the opportunity to sign up to be a parent volunteer. Once the form is returned, parents will be placed on a volunteer list. Staff members will refer to the list to solicit parent volunteers.
- All *volunteers* must have a TB clearance.
- If a parent is interested in being a volunteer, but did not return the volunteer form, parents can sign up to be a volunteer with the classroom teacher.

La Jolla Elementary welcomes all parents to visit our classes

- If you are interested in visiting our classes, please call to make an appointment to visit your child's classroom. Field trips and special events are wonderful school day experiences that work well for a visit.

PARENT RESPONSIBILITIES AT JOLLA ELEMENTARY

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

- Monitoring my student's attendance;
- Making sure that homework is completed and turned in on time;
- Checking student planner on a daily basis;
- Monitoring the amount of television my student watches;
- 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 mail and responding as appropriate;
- Visiting the school website for up to date information regarding LA JOLLA ELEMENTARY at: <http://www.ljes.org/>
- Serving and/or attending to the extent as possible, on advisory groups or committees such as School Site Council, School Governance Team, PTO and or Foundation;
- Attending school events/functions to know more about my students' educational experience such as Back to School Night and Open House;
- Participating in decisions related to my student's education;

- Volunteering, when available, at **La Jolla Elementary**.

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 on a regular basis;
- Be accountable for my learning;
- Participate in class;
- Do my homework every day and ask for help when I need it;
- Read at least 30 minutes every day outside of school time;
- Be a responsible citizen to my school and community;
- Limit the time I watch television.

APPENDIX C

2014-15 SPSA ADDENDUM

La Jolla Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 6/15/15, 85% of La Jolla Elementary Grades 2-5 will meet or exceed grade level standards in site developed or PLC common assessments.
Mathematics	By 6/15/15, 85% of La Jolla Elementary Grades 2-5 will meet or exceed grade level standards in site developed or PLC common assessments.
English Language Development	By 6/15/15, 90% of La Jolla Elementary English Learners enrolled in school 3 years or more will be reclassified.
Graduation/Promotion Rate	By 6/15/15, 95% of La Jolla Elementary grade 3 students will meet or exceed Level 38 in DRA.
Parent Involvement and Community Engagement	By 6/15/15, 65% of La Jolla Elementary School parents or guardians will attend Back to School Nights, and Family Math and Family Literacy days for all of their children.

Academic Program Description:	Please see the base program model in the following pages.
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Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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