



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **LA JOLLA ELEMENTARY** SCHOOL

2020-21

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: Hasselbrink, Stephanie

Contact Person: Hasselbrink, Stephanie

Position: Principal

Telephone Number:

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

E-mail Address: shasselbrink@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Evaluation of LCFF Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: La Jolla Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Susie Payne, ESA

PHONE: 619-605-3300

FAX: (not currently working)

E-MAIL ADDRESS: spayne@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

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 type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <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 type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Other (list): <u>SSC</u> | Date of presentation: <u>09/29/20</u> |

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: 09/29/20

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.

Stephanie Hasselbrink
Type/Print Name of School Principal

/Stephanie Hasselbrink/ 10-06-20
Signature of School Principal / Date

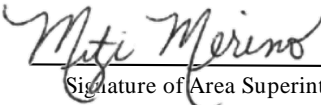
Kelly Skommesa
Type/Print Name of SSC Chairperson

/Kelly Skommesa/ 10-06-20/
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Mitzi Merino
Type/Print Name of Area Superintendent

 10/7/2020

Signature of Area Superintendent / Date

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a schoolwide comprehensive budgeting plan for La Jolla Elementary. The staff at La Jolla Elementary School strives for excellence in meeting all students' academic, social, and emotional needs in collaboration with all stakeholders. School programs are strategically designed to engage students and staff in teaching and learning that ensures all students have access to high quality, standards-based education. The staff at La Jolla Elementary collaborates to provide rigorous, engaging learning opportunities in which students develop the requisite skills and knowledge needed to be college and career ready, to engage meaningfully in society, and to be life-long learners. This School Plan for Student Achievement includes goals and strategies aimed at improving student achievement and attendance within a safe, supportive, collaborative learning environment.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At La Jolla Elementary School, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. Throughout 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple opportunities to dialogue and provide input. Committees involved including SGT, SSC, PTO, Parent Foundation, ILT, and staff meetings held throughout the year. Due to the school closures, we held fewer meetings and transitioned our meetings to an online forum via Zoom.

- August 28, 29, and September 4, 2019 - Annual Parent Meetings were held.
- September 24, 2019 – SSC discussed and approved the School Parent Compact and Parent Involvement Policy.
- December 3, 2019 - SSC reviewed data and discussed progress toward SPSA goals.
- February 4, 2020 - SSC discussed the SPSA Evaluation; reviewed data and discussed progress toward SPSA goals; and reviewed and approved the 2020-2021 budget.
- February 7, 2020 - Staff met to analyze data and provided budget recommendations.
- April-August 2020 – PTO and Foundation discussed the 2020-2021 budget
- August 2020 - administered survey to elicit stakeholder feedback about foundation-funded budget priorities during online learning.
- September 29, 2020 - SSC developed and approved 2020-2021 SPSA.

RESOURCE INEQUITIES

Due to the school closures, state standardized testing was paused; we were therefore unable to fully evaluate the extent to which we met the goals outlined in our La Jolla Elementary School 2019-2020 SPSA, including how all of our students and students within our various subgroups are progressing toward meeting grade level standards. As such, we have carried over our analysis from the previous year, which is included below. While many of the students at La Jolla Elementary School are performing well, our data continue to show equity gaps for students with disabilities and for students who are identified as English Learners.

For the 2018-2019 school year, our overall goal for English Language Arts (ELA) was for 90% of our students to meet or exceed standards and for 77% of our students with disabilities to meet or exceed standards on the Smarter Balanced Assessments (SBA). It is important to note that because we have a small number of students who are English Learners, we did not make a goal for those students. Results of the 2019 SBA indicate that we met our goals. Overall, 97% of all of our third through fifth grade students and 85% of our students with disabilities met and exceeded grade level standards in ELA. Only 67% of our six students who are English Learners achieved grade level standards. Although we met our goals, there is clearly a gap between the performance of all our students and our Students with Disabilities and our students who are English Learners.

For Mathematics, our goal was for 90% of our students to meet or exceed standards and for 77% of our students with disabilities to meet or exceed standards on the SBA. Again, because we have a small number of students who are English Learners, we did not make a goal for those students. Results of the 2018 SBA indicate that we met our goals. Overall, 95% of all of our third through fifth grade students and 90% of our students with disabilities met and exceeded grade level standards in Math. Eighty-three percent of our six students who are English Learners achieved grade level standards. Again, although we met our goals, there is clearly a disparity between the performance of all of our students with our students with disabilities and our English Learners.

It is apparent that there are inequities about the achievement of grade level standards for students with disabilities and students who are English Learners. This plan addresses the inequities by focusing on structures, resources, practices aimed at supporting the achievement of all of our students, with special emphasis placed on these two groups.

Grade level teams will meet in Professional Learning Communities (PLCs) to develop/refine and implement common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and use informal assessments, site developed common assessments, and the SBAC Interim Assessment Blocks (IABs) to assess students' progress toward achieving standards. At their grade level PLCs, teachers will review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. Teachers will use monitoring forms to keep track of individual student and class data and to identify students who are not yet meeting grade level standards. General Education and Special Education teachers will meet regularly in an effort to coordinate their programs to best support students with disabilities. They will review student data, discuss students' progress toward standards and IEP goals, and co-plan and co-teach lessons. Classroom teachers will also collaborate with Resource Teachers to provide students who are not yet meeting grade level standards with targeted small group interventions. Classroom teachers and the principal will work closely with district Resource Teachers to implement best practices and curriculum aimed at supporting the needs of students who are English Learners. All students will also have access to educational software/computer programs at school and at home to support their progress toward meeting and exceeding standards in English Language Arts and Mathematics.

We will also implement a team approach in order to ensure that we are providing our students with a safe, inclusive, collaborative learning environment. We will work on reducing our rate of chronic absenteeism through coordination and collaboration between the school clerk, counselor, principal, and families.

La Jolla Elementary School parents and family members actively participate in their children's education through involvement in on campus activities and at home. Based on the data, we recognize the need to make a more concerted effort to collaborate with families to support their children's social, emotional, and physically well-being. Parents have expressed a desire for increased support with their children's social emotional learning. They have also expressed an interest in increasing the healthy food choices with which children are provided. As such, we will ensure that we more closely comply with the district's food guidelines when offering food items to students. We recognize that children's most basic needs must be met in order to ensure access to academics, which we can support by collaborating with families to support students' emotional and physical well-being.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Stephanie Hasselbrink	Principal
Susie Payne	Other School Representative
Denni Jo Berger	Classroom Teacher
Valerie Butler	Classroom Teacher
Tonya Kepner	Classroom Teacher
Kelly Skommesa	Classroom Teacher
Megan DeMott	Parent
Uma Karmarkar	Parent
Glenn Morgan	Parent
Ulka Pandya	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation:

To reduce chronic absenteeism, our plan was to engage in monitoring through a collaborative team approach between the school clerk, counselor, principal, and/or education specialist and families. We planned to connect with students' parents/guardians, inquire about their child's absences, create an action plan to improve students' attendance, and determine the necessary resources and supports for the family. Our plan was adversely impacted by limitations in staffing and resources. For example, our counselor was only on campus for a day and a half a week, and she had a variety of other responsibilities, which made it challenging to execute this plan. The achievement of our goal may have also been adversely impacted by a tough cold and flu season, as well as the 2019 novel coronavirus.

Effectiveness:

One of our goals for the 2019-2020 school year was to reduce chronic absenteeism by one percentage point, from 7.5% to 6.5%. While we do not have CA Dashboard data from 2020, the 2019 CA Dashboard is an update from the 2018 Dashboard that was used to set our goals for 2019-20. Unfortunately, our rate of chronic absenteeism increased by 1.2% to 8.7%. Another one of our goals was to increase students' average "Meaningful Participation" rate on the California Healthy Kids Survey (CHKS). Due to the school closures, we did not administer the CHKS during the 2019-2020 school year, and we are therefore unable to determine the extent to which our students felt they were engaged in meaningful participation at school.

*Major Differences

To reduce chronic absenteeism, our plan was to engage in monitoring through a collaborative team approach between the school clerk, counselor, principal, and/or education specialist and families. We planned to connect with students' parents/guardians, inquire about their child's absences, create an action plan to improve students' attendance, and determine the necessary resources and supports for the family. Our plan was adversely impacted by limitations in staffing and resources. For example, our counselor was only on campus for a day and a half a week, and she had a

La Jolla Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

variety of other responsibilities, which made it challenging to execute this plan. The achievement of our goal may have also been adversely impacted by a tough cold and flu season, as well as the 2019 novel coronavirus.

We were unable to analyze our second goal; therefore, there are no major differences to report between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

*Changes

We will continue to strive to reduce the rate of chronic absenteeism this year. The student groups that have the highest incidence of chronic absenteeism are our students with disabilities, Hispanic students, and our socioeconomically disadvantaged students, so our team will work together to support improved attendance for these students. We will also track our actual attendance for all students, based on data through Power School. Because meaningful participation is more challenging to target and achieve through online learning, we will not continue to focus on this goal for the 2020-2021 school year.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease chronic absenteeism	8.7%	7.7%	Chronic Absenteeism	annually
June 2021	TK-5	Increase overall student attendance	96.89%	97.89%	Attendance	monthly

*Identified Need

Attendance is a critical factor in student success. We will track all students' attendance this year, based on information entered in PowerSchool. In addition, we will also continue to track Chronic Absenteeism as indicated by the CA Dashboard. On the 2019 California Dashboard, La Jolla Elementary is at the Orange Performance Level for the Academic Engagement: Chronic Absenteeism indicator, which refers to students who were absent for 10 percent or more of the instructional days they were enrolled. La Jolla Elementary's overall school chronic absenteeism rate is 8.7%, which represents approximately 50 students. The rate increased by 1.2% from the previous year. We also have three subgroups of students who are coded orange: Students with Disabilities (15.5%), Hispanic (12.5%), and Socioeconomically Disadvantaged (11.4%).

For the 2019 CA Dashboard Conditions and Climate: Suspension Rate indicator, La Jolla Elementary was in the Blue Performance Level for All Students at 0.2% suspended at least once in the 2018-2019 school year. This declined from the previous school year by 0.7%. This represents approximately one student. While we have no student groups in the Red, we have one student group in the Orange Performance Level: Hispanic (1.4%).

In support of district initiatives, we are also including AMOs for English Learners and African American student groups. Our English Learners did not have a performance color for Chronic Absenteeism for 2019 but their data shows they were at 17.9% chronically absent, which is an increase of 12.3% from 2018. For Suspension Rate, they again had no performance color and were at 0% suspended at least once, which maintained from 2018. Our African American student group is too small for state-level data reporting.

***Online Learning Implications**

Some of the systems we have in place to support students during online learning are as follows:

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day’s learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District’s Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	decrease chronic absenteeism	15.5%	14.5%	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	decrease chronic absenteeism	12.5%	11.5%	Chronic Absenteeism	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	decrease chronic absenteeism	11.4%	10.4%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	decrease chronic absenteeism	baseline	decrease by 1%	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	decrease suspension rate	1.4%	1%	Suspension	Annually

Strategy/Activity 1 - Monitoring and Supporting Attendance

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

In order to increase attendance and decrease the chronic absenteeism rate at La Jolla Elementary School, we will engage in monitoring through a collaborative team approach. The school clerk and/or counselor will run monthly attendance reports to determine our overall attendance rate, and we will identify students with four or more absences in one month. The counselor/principal/education specialist will contact students' parents/guardians, inquire about the absences, create an action plan to improve students' attendance, and determine the necessary resources and supports for the family. We will keep a log of contacts and outcomes, and continue to follow up with families about student attendance.

Strategy/Activity 2 - Social Emotional Learning***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Staff at La Jolla Elementary will collaborate to foster a positive school climate by supporting students' social and emotional well being and needs, which will help to increase attendance and reduce chronic absenteeism.

We will continue to implement monthly character strengths at La Jolla Elementary. At the beginning of the month, teachers will introduce a character strength through a classroom lesson. The principal will discuss them at weekly schoolwide assemblies. Students will be recognized for working on character strengths, and they will have the opportunity to discuss their strategies and hard work in front of the school community at the weekly schoolwide assemblies. The principal will communicate with parents via weekly emails and on the school website.

Our counselor will also continue to support students via whole group lessons, small group support, and individual counseling. Throughout the year, the counselor will teach lessons in every classroom on the following topics:

- Sept/Oct: Self Awareness/Self Control
- Nov/Dec: Integrity and Personal Responsibility
- Jan/Feb: Effective Styles of Communication and Self-Advocacy
- March/Apr: Empathy
- May/June: Appreciating Diversity

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation:

To increase the percentage of students meeting and exceeding grade level standards in English Language Arts, one of our strategies was to engage our educators in Professional Learning Communities (PLCs). We planned for each grade level team to meet in PLCs for two hours each week in order to develop, refine and implement common yearlong curriculum and assessment plans. Teachers would teach the core curriculum to all students and use informal assessments, site developed common assessments, and the SBAC Interim Assessment Blocks (IABs) to assess students' progress toward achieving standards. Then, teachers would review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques.

Monitoring forms would be used to keep track of individual student and class data and to identify students who were not yet meeting grade level standards. PLCs would also be used to provide teachers with an opportunity to meet with our education specialists in an effort to coordinate their programs to best support students with disabilities, including analyzing student data, discussing students' progress toward standards and IEP goals, and co-planning and co-teaching lessons. PLCs would also provide a time during which classroom teachers will collaborate with our resource teachers, who provide students who are not yet meeting grade level standards with targeted small group interventions. Our second strategy was to provide all students with access to educational software/computer programs at school and at home to support their progress toward meeting and exceeding standards in English Language Arts.

Effectiveness:
Our goals for the 2019-20 school year were aimed at increasing students' academic achievement in ELA, which would be measured by students' performance on the CAASPP for all students and three student groups: Hispanic or Latino, Students with Disabilities, and English Learners. Due to the school closures, state testing was paused, so we did not administer the Smarter Balanced Assessments during the 2019-2020 school year; therefore, were unable to determine the extent to which our students achieved our goals related to English Language Arts. We will be moving our 2019-20 goals forward for the 2020-21 school year.

***Major Differences**

PLCs: The school closures affected our ability to implement PLCs as planned. Although many grade level teams continued to meet, they were no longer required to do so. Their meetings took on more of an informal nature, in which teachers shared ideas, problem-solved technology, and worked together to launch and execute their first experience with online teaching and learning. Therefore, PLCs were less aimed at analyzing student work and data related to ELA and instead were more focused on teachers' professional learning.

Educational Software/Computer Programs: There were no major differences to report.

***Changes**

For the 2020-21 school year, we will implement a variety of classroom- and school-based assessments in order to determine students' progress toward meeting our goals on a more regular basis.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	97%	98%	CAASPP ELA	annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 5%	FAST aReading	tri-annually

***Identified Need**

Due to site closures, the most recent SBAC data we have is for 2019. On the 2019 administration of the SBA, 97% of our third through fifth grade students met and exceeded grade level standards in English Language Arts, which was down slightly from the 2018 administration in which 98% of students met and exceeded grade level standards. The percentage of students meeting and exceeding standards on the SBA has increased by nearly 5% since 2014-2015 school year (92%).

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On the 2019 CA Dashboard, La Jolla Elementary is in the Green Performance Level for the Academic Performance: ELA indicator as All Students are 131.5 points above standard. This is a decline of 3.6 points from the previous school year. We have no student groups in the Red or the Orange. Our Hispanic student group is in the Green Performance Level at 109.5 points above standard but this declined 18.1 points from 2018.

As a site, we determined that we have a need to add goals that are not measured by state standardized assessments, which will allow for more frequent and consistent student performance monitoring throughout the school year. We will be including AMOS for English Learners, Students with Disabilities, and African American student groups in support of districtwide initiatives. For 2019, our English Learner student group had no performance level and were 110.3 points above standard, which declined 10.0 points from the previous year. Our Students with Disabilities group was in the Blue Performance Level at 81.8 points above standard, which increased 3.7 points from 2018, and our African American group was too small for state-level data reporting.

*Online Learning Implications

Some of the systems we have in place to support students during online learning are as follows:

- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- Assessments that can be completed online.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Professional development for educators

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	85%	90%	CAASPP ELA	annually
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 5%	FAST aReading	tri-annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 5%	FAST aReading	tri-annually

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June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 10%	FAST aReading	tri-annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 5%	FAST aReading	tri-annually

Strategy/Activity 1: Professional Learning Communities

***Students to be served by this Strategy/Activity**

All Students

***Strategy/Activity - Description**

Each grade level team will meet in Professional Learning Communities (PLCs) to develop/refine and implement common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and use informal assessments, site developed common assessments, and the SBAC Interim Assessment Blocks (IABs) to assess students' progress toward achieving standards. At their grade level PLCs, teachers will review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. Teachers will use monitoring forms to keep track of individual student and class data and to identify students who are not yet meeting grade level standards. General Education and Special Education teachers will meet regularly in an effort to coordinate their programs to best support students with disabilities. They will review student data, discuss students' progress toward standards and IEP goals, and co-plan and co-teach lessons. Classroom teachers will collaborate with Resource Teachers to provide students who are not yet meeting grade level standards with targeted small group interventions. Our foundation funds our PLCs so we do not have to use LCFF funds for this purpose.

Strategy/Activity 2: Educational Software/Computer Programs

***Students to be served by this Strategy/Activity**

Unduplicated students/All Students.

***Strategy/Activity - Description**

At La Jolla Elementary, our Unduplicated Pupil Percentage for the 2020-21 school year is 16%. While our percentage is low, we understand the specific needs of our unduplicated students and know that they historically struggle with academic success in core content areas. With this in mind, we have decided to use LCFF monies for both classroom and intervention supports. While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. Students will have access to educational software and computer programs available to use during the school day and at home to support their progress toward meeting and exceeding standards in English Language Arts.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
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N016982	Software License	\$8,500.00	0169-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Computer licenses for programs such as Learning A-Z, Starfall, and BrainPop, to support literacy achievement
N016984	Supplies	\$187.00	0169-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Materials to support reading intervention and acceleration, such as Phonics for Reading and vocabulary workbooks

Goal 3 - Mathematics**Call to Action Belief Statement**

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis****Implementation:**

To increase the percentage of students meeting and exceeding grade level standards in mathematics, one of our strategies was to engage our educators in Professional Learning Communities (PLCs). We planned for each grade level team to meet in PLCs for two hours each week in order to develop, refine and implement common yearlong curriculum and assessment plans. Teachers would teach the core curriculum to all students and use informal assessments, site developed common assessments, and the SBAC Interim Assessment Blocks (IABs) to assess students' progress toward achieving standards. Then, teachers would review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. Monitoring forms would be used to keep track of individual student and class data and to identify students who were not yet meeting grade level standards. PLCs would also be used to provide teachers with an opportunity to meet with our education specialists in an effort to coordinate their programs to best support students with disabilities, including analyzing student data, discussing students' progress toward standards and IEP goals, and co-planning and co-teaching lessons. PLCs would also provide a time during which classroom teachers will collaborate with our resource teachers, who provide students who are not yet meeting grade level standards with targeted small group interventions. Our second strategy was to provide all students with access to educational software/computer programs at school and at home to support their progress toward meeting and exceeding standards in mathematics.

Effectiveness:

Our goals for the 2019-20 school year were around increase academic achievement on the CAASPP Mathematics for all students and three student groups” Hispanic or Latino, Students with Disabilities, and English Learners. Due to the school closures, state testing was paused, so we did not administer the Smarter Balanced Assessments during the 2019-2020 school year; therefore, were unable to determine the extent to which our students achieved our goals related to mathematics. We will be moving our 2019-20 goals forward for the 2020-21 school year

***Major Differences**

PLCs: The school closures impacted our ability to implement PLCs as planned. Although many grade level teams continued to meet, they were no longer required to do so. Their meetings took on more of an informal nature, in which teachers shared ideas, problem-solved technology, and worked together to launch and execute their first experience with online teaching and learning. Therefore, PLCs were less aimed at analyzing student work and data related to mathematics and instead were more focused on teachers' professional learning.

Educational Software/Computer Programs: There were no major differences to report.

***Changes**

For the 2020-21 school year, we will implement a variety of classroom- and school- based assessments in order to determine students' progress toward meeting our goals on a more regular basis.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	95%	97%	CAASPP Math	annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 5%	End of Unit Assessments	tri-annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 5%	SBAC Interims	tri-annually

***Identified Need**

Due to site closures, the most recent SBAC data we have is for 2019. On the 2019 administration of the SBA, 95% of our third through fifth grade students met and exceeded grade level standards in mathematics, which was down slightly from the 2018 administration in which 97% of students met and exceeded grade level standards. The percentage of students meeting and exceeding standards on the SBA has increased by slightly over 4% since 2015 (91%).

On the 2019 CA Dashboard, La Jolla Elementary is in the Blue Performance Level for the Academic Performance: Mathematics indicator as All Students are 117 points above standard. This maintained from the previous school year. We have no student groups in the Red or the Orange. Our Hispanic student group is in the Green Performance Level at 93.4 points above standard but they declined 12.4 points from 2018.

As a site, we determined that we have a need to add goals that are not measured by state standardized assessments, which will allow for more frequent and consistent student performance monitoring throughout the school year. We will also be including AMOS for English Learners, Students with

Disabilities, and African American student groups in support of districtwide initiatives. For 2019, our English Learner student group had no performance level and were 120.3 points above standard, which increased 7.6 points from the previous year. Our Students with Disabilities group was in the Blue Performance Level at 86.7 points above standard, which increased 22.4 points from 2018 and our African American group was too small for state-level data reporting.

***Online Learning Implications**

Some of the systems we have in place to support students during online learning are as follows:

- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- Assessments that can be completed online.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Professional development for educators

***Annual Measurable Outcomes (Closing the Equity Gap)**

Strategy/Activity 1: Professional Learning Communities

***Students to be served by this Strategy/Activity**

All Students

***Strategy/Activity - Description**

Each grade level team will meet in Professional Learning Communities (PLCs) to develop/refine and implement common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and use informal assessments, site developed common assessments, and the SBAC Interim Assessment Blocks (IABs) to assess students' progress toward achieving standards. At their grade level PLCs, teachers will review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. Teachers will use monitoring forms to keep track of individual student and class data and to identify students who are not yet meeting grade level standards. General Education and Special Education teachers will meet regularly in an effort to coordinate their programs to best support students with disabilities. They will review student data, discuss students' progress toward standards and IEP goals, and co-plan and co-teach lessons. Classroom teachers will collaborate with Resource Teachers to provide students who are not yet meeting grade level standards with targeted small group interventions. Our foundation funds our PLCs so we do not have to use LCFF funds for this purpose.

Strategy/Activity 2: Educational Software/Computer Programs

***Students to be served by this Strategy/Activity**

Unduplicated students/All Students.

***Strategy/Activity - Description**

At La Jolla Elementary, our Unduplicated Pupil Percentage for the 2020-21 school year is 16%. While our percentage is low, we understand the specific needs of our unduplicated students and know that they historically struggle with academic success in core content areas. With this in mind, we have decided to use LCFF monies for both classroom and intervention supports. While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. Students will have access to educational software and computer programs available to use during the school day and at home to support their progress toward meeting and exceeding standards in mathematics.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License	0169-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N016982	Computer licenses for programs such as IXL and BrainPOP to support mathematics achievement.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation:

Our goals were to increase the percentage of our English Learners who were meeting and exceeding grade level standards in ELA and mathematics, as well as increase the percentage of eligible students who were reclassified. One of our strategies to achieve these goals was for our classroom teachers and principal to work closely with a district Resource Teacher (RT) to implement best practices and curriculum aimed at supporting the needs our English Learners. Our plan was for the district RT to support the principal with establishing coaching cycles with classroom teachers. The RT and the principal would identify students who were in need of additional support, meet with the classroom teacher to discuss students and plan lessons targeted at meeting their needs. The RT would offer supported, such as modeling lessons, co-teaching, and supporting the classroom teachers with designated and/or integrated ELD lessons. The RT, classroom teachers, and the principal would then debrief lessons, analyze student work, and determine next steps. Classroom teachers would engage in ongoing monitoring of students. Our second strategy was to support our English Learners' academic achievement and language development was to provide them with access to educational software/computer programs at school and at home.

Effectiveness:

Our main goal for the 2019-2020 school year was to increase the percentage of our English Learners who met and exceeded grade level standards in ELA and Math. Due to the school closures, state testing was paused, so we did not administer the Smarter Balanced Assessments during the 2019-2020 school year; therefore, were unable to determine the extent to which our English Learners achieved our goals related to ELA and mathematics. We will be moving our 2019-20 goals forward for the 2020-21 school year. Another goal was to increase the percentage of our students who were eligible to be reclassified from 90% to 100%. All of the five students who were eligible to be reclassified were reclassified last year, so we met this goal.

***Major Differences**

There were no major differences to report related to collaborating with district Resource Teachers or providing students with access to educational software/computer programs at school and at home.

***Changes**

For the 2020-21 school year, we will implement a variety of classroom- and school- based assessments in order to determine students' progress toward meeting our goals on a more regular basis.

***Integrated English Language Development**

Grade level teams will engage in planning and monitoring during their PLCs. Classroom teachers and the principal will work closely with district Resource Teachers to implement best practices and curriculum aimed at supporting the needs of students who are English Learners. The principal will conduct focused classroom observations to look for evidence of determine the need to support teachers with integrated ELD.

***Designated English Language Development**

As stated above, grade level teams will engage in planning and monitoring during their PLCs. Classroom teachers and the principal will work closely with district Resource Teachers to implement best practices and curriculum aimed at supporting the needs of students who are English Learners. Teachers will develop daily schedules that include designated ELD. The principal will conduct focused classroom observations to look for evidence of determine the need to support teachers with designated ELD.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	67%	77%	CAASPP ELA	annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	83%	93%	CAASPP Math	annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards as measured by the FAST aReading assessment	baseline	increase by 10%	Other (Describe in Objective)	tri-annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards as measured by math end of unit assessments	baseline	increase by 10%	Other (Describe in Objective)	tri-annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards as	baseline	increase by 10%	Other (Describe in Objective)	tri-annually

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			measured by math SBAC Interim assessments			
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***Identified Need**

Due to site closures, the most recent SBAC data we have is for 2019. For the 2018-19 school year, our English Learner population was too small for reporting of student performance on the ELA and mathematics CAASPP assessments. On the 2019 CA Dashboard for Academic Performance: ELA our English Learners have no performance color, but their data shows that they were at 110.3 points above standard, which is a decrease of 19.9 points from 2018. For Academic Performance: Mathematics, they again have no performance color but their data shows that they were at 120.3 points above standard, which is an increase of 7.6 points from 2018. For both of these indicators, our Reclassified English Learners are included, which allows for state-level reporting of the data. Our number of Current English Learners for 2019 did not have enough students for their data to be reported as a subgroup.

Looking at Chronic Absenteeism, the English Learner group is at 17.9% chronically absent, an increase of 12.3% from 2018. For Suspension Rate, they are at 0% suspended at least once. Both of these indicators do not have a performance color.

On the 2019 CA Dashboard, we also reviewed the English Learner Progress Indicator. Unfortunately, with only 11 students, data cannot be displayed in order to maintain privacy.

As a site, we determined that we have a need to add goals that are not measured by state standardized assessments, which will allow for more frequent and consistent student performance monitoring throughout the school year.

***Online Learning Implications**

Some of the systems we have in place to support students during online learning are as follows:

- Site Support Teachers will provide students with daily dELD instruction.
- Online professional development modules with iELD (integrated English Language).
- Formative assessment data will be collected, analyzed and feedback given to students.
- District English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Maintain the percentage of eligible students who are reclassified	100%	100%	Summative ELPAC	annually

Strategy/Activity 1: Collaborate with District EL Resource Teachers

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

Classroom teachers and the principal will work closely with district Resource Teachers (RT) to implement best practices and curriculum aimed at supporting the needs of students who are English Learners. The district RT will support the principal with establishing coaching cycles with classroom teachers. The RT and the principal will identify students who are in need of additional support, meet with the classroom teacher to discuss students and plan lessons targeted to meet their needs. The RT will model lessons, co-teach, and support the classroom teachers with designated and/or integrated ELD lessons. The RT, classroom teachers, and the principal will debrief lessons, analyze student work, and determine next steps. Classroom teachers will engage in ongoing monitoring of students.

Strategy/Activity 2: Educational Software/Computer Programs

***Students to be served by this Strategy/Activity**

Unduplicated students/All students, including English Learners

***Strategy/Activity - Description**

At La Jolla Elementary, our Unduplicated Pupil Percentage for the 2020-21 school year is 16%. While our percentage is low, we understand the specific needs of our unduplicated students and know that they historically struggle with academic success in core content areas. With this in mind, we have decided to use LCFF monies for both classroom and intervention supports. While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. We will support our English Learners' academic achievement and language development by providing them with access to educational software/computer programs at school and at home.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0169-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N016982	Computer licenses for programs such as Learning A-Z, Starfall, BrainPOP, and IXL to support literacy and math achievement
	Supplies				0169-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N016984	Materials to support reading intervention and acceleration, such as Phonics for Reading and vocabulary workbooks

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

To increase the percentage of students with disabilities who were meeting and exceeding grade level standards in mathematics, one of our strategies was to engage our educators in Professional Learning Communities (PLCs). We planned for each grade level team to meet in PLCs for two hours each week in order to develop, refine and implement common yearlong curriculum and assessment plans. Teachers would teach the core curriculum to all students and use informal assessments, site developed common assessments, and the SBAC Interim Assessment Blocks (IABs) to assess students' progress toward achieving standards. Then, teachers would review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. Monitoring forms would be used to keep track of individual student and class data and to identify students who were not yet meeting grade level standards. PLCs would also be used to provide teachers with an opportunity to meet with our education specialists in an effort to coordinate their programs to best support students with disabilities, including analyzing student data, discussing students' progress toward standards and IEP goals, and co-planning and co-teaching lessons. PLCs would also provide a time during which classroom teachers will collaborate with our resource teachers, who provide students who are not yet meeting grade level standards with targeted small group interventions. Our second strategy was to provide all students with access to educational software/computer programs at school and at home to support their progress toward meeting and exceeding standards in mathematics.

Effectiveness:

Two of our goals for the 2019-2020 school year were to increase the percentage of our students with disabilities who met and exceeded grade level standards in ELA and Math. Due to the school closures, state testing was paused, so we did not administer the Smarter Balanced Assessments during the 2019-2020 school year; therefore, were unable to determine the extent to which our students with disabilities achieved our goals related to ELA and

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mathematics. Another of our goals was to increase the percentage of students who met their IEP goals. We met this goal, as all of our students met one or more of their IEP goals.

*Major Differences

PLCs: The school closures impacted our ability to implement PLCs as planned. Although many grade level teams continued to meet with each other and with our education specialists, they were no longer required to do so. Their meetings took on more of an informal nature, in which educators coordinated schedules, discussed students, shared ideas, problem-solved technology, and worked together to launch and execute their first experience with online teaching and learning. Therefore, PLCs were less aimed at analyzing student work and data related to ELA and mathematics and instead were more focused on coordinating services for students and teachers' professional learning.

Educational Software/Computer Programs: There were no major differences to report.

*Changes

For the 2020-21 school year, we will implement a variety of classroom- and school-based assessments in order to determine students' progress toward meeting our goals on a more regular basis.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards as measured by CAASPP ELA	85%	90%	Other (Describe in Objective)	annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP	90%	95%	Other (Describe in Objective)	annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level reading standards as measured by the FAST	baseline	Increase by 5%	Other (Describe in Objective)	tri-annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level math standards as measured by end of unit assessments	baseline	Increase by 5%	Other (Describe in Objective)	tri-annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level math standards as measured by SBAC Interim assessments	baseline	Increase by 5%	Other (Describe in Objective)	tri-annually

***Identified Need**

There is a disparity between our students' overall performance and the performance our students with disabilities. Due to site closures, the most recent SBAC data we have is for 2019. On the 2019 administration of the SBA, 97% of our third through fifth grade students met and exceeded grade level standards in English Language Arts, compared to 81.8% of third grade through fifth grade students with disabilities. In Mathematics, 95% of our third through fifth grade students met and exceeded grade level standards, compared to 86.2% of third through fifth grade students with disabilities.

Looking at the 2019 CA Dashboard, our Students with Disabilities are in the Blue Performance Level for ELA (81.8 points above standard, increased 3.7 points), for mathematics (86.7 points above standard, increased 22.4 points), and for Suspension Rate (0% suspended at least once, declined 4.8%). They are also in the Orange Performance Level for Chronic Absenteeism at 15.5% chronically absent in 2019, which is an increase of 1.2% from 2018.

As a site, we determined that we have a need to add goals that are not measured by state standardized assessments, which will allow for more frequent and consistent student performance monitoring throughout the school year.

***Online Learning Implications**

Some of the systems we have in place to support students during online learning are as follows:

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
- All students with IEPs have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- An integrated team approach, which consists of general education teachers, educational specialists, related services providers and paraeducators.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	progress toward IEP goals	varies	+10%	Progress Reports on IEP Goals	every 12 weeks (each trimester)

Strategy/Activity 1: Professional Learning Communities

***Students to be served by this Strategy/Activity**

All students, including students with disabilities

***Strategy/Activity - Description**

Each grade level team will meet in Professional Learning Communities (PLCs) to develop/refine and implement common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and use informal assessments, site developed common assessments, and the SBAC Interim Assessment Blocks (IABs) to assess students' progress toward achieving standards. At their grade level PLCs, teachers will review

student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. Teachers will use monitoring forms to keep track of individual student and class data and to identify students who are not yet meeting grade level standards. General Education and Special Education teachers will meet regularly in an effort to coordinate their programs to best support students with disabilities. They will review student data, discuss students' progress toward standards and IEP goals, and co-plan and co-teach lessons. Classroom teachers will collaborate with Resource Teachers to provide students who are not yet meeting grade level standards with targeted small group interventions. Our foundation funds our PLCs so we do not have to use LCFF funds for this purpose.

Strategy/Activity 2: Educational Software/Computer Programs

***Students to be served by this Strategy/Activity**

Unduplicated students/All students, including students with disabilities

***Strategy/Activity - Description**

At La Jolla Elementary, our Unduplicated Pupil Percentage for the 2020-21 school year is 16%. While our percentage is low, we understand the specific needs of our unduplicated students and know that they historically struggle with academic success in core content areas. With this in mind, we have decided to use LCFF monies for both classroom and intervention supports. While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. All students will have access to educational software/computer programs at school and at home to support their progress toward meeting and exceeding standards in English Language Arts and Mathematics.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0169-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N016982	Computer licenses for programs such as Learning A-Z, Starfall, BrainPOP, and IXL to support literacy and math achievement
	Supplies				0169-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N016984	Materials to support reading intervention and acceleration, such as Phonics for Reading and vocabulary workbooks

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	Increase the percentage of students who are meeting (3 on report card) and exceeding (4 on report card) grade level standards in ELA and Math	baseline	Increase by 10%	Grades	annually

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, the La Jolla Elementary School site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, La Jolla Elementary School will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. La Jolla Elementary School will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. La Jolla Elementary School will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, La Jolla Elementary School will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at La Jolla Elementary School is to maintain or increase the percentage of diverse educators from current year to the follow

*Identified Need

We established the goal in order to examine our practices related to grading our Black Youth. Historically, the Black or African American student group at La Jolla Elementary is small - too small for state level reporting of data for CAASPP and the CA Dashboard.

***Online Learning Implications**

Some of the systems we have in place to support students during online learning are as follows:

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1: Professional Learning Communities***Students to be served by this Strategy/Activity**

All students, including students who are Black or African American

***Strategy/Activity - Description**

Each grade level team will meet in Professional Learning Communities (PLCs) to develop/refine and implement common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and use informal assessments, site developed common assessments, and the SBAC Interim Assessment Blocks (IABs) to assess students' progress toward achieving standards. At their grade level PLCs, teachers will review student data, specifically looking at our Black youth. Teachers will plan interventions and next steps, and they will develop and select appropriate ongoing assessment techniques. Teachers will use monitoring forms to keep track of individual student and class data and to identify students who are not yet meeting grade level standards. General Education and Special Education teachers will meet regularly in an effort to coordinate their programs to best support students with disabilities. They will review student data, discuss students' progress toward standards and IEP goals, and co-plan and co-teach lessons. Classroom teachers will collaborate with Resource Teachers to provide students who are not yet meeting grade level standards with targeted small group interventions. Our foundation funds our PLCs so we do not have to use LCFF funds for this purpose.

Goal 7 - Family Engagement**Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis****Implementation:**

In order to support our students' social/emotional well-being and to increase the percentage of parents who agreed that La Jolla Elementary School provided quality counseling and supports for students with social or emotional needs, we had several strategies. One strategy was to offer parenting workshops throughout the year from Dr. Susan Wais and Laine Lipsky. Another strategy was to collaborate with the other elementary schools in our Cluster in order to offer a cohesive approach to social emotional learning. We also planned to continue to implement monthly character strengths, which would be introduced via classroom lessons, discussed and celebrated at schoolwide assemblies, and communicated to families. In addition, we planned to engage families in ongoing communication about the counselor's roles at our school, which involved whole group lessons, small group support, and individual counseling.

In an effort to support our students' physical health and to increase the percentage of parents who agreed that La Jolla Elementary School provided students with healthy food choices, we planned to eliminate food celebrations for birthdays, as well as ensure that any food offered on campus complies with the district's guidelines. We planned to continue to implement increased physical activity for students through Impact and physical education classes, and we aimed to continue and extend our Family Wellness Night in the Fall.

Effectiveness:

Our goals for the 2019-2020 school year were to increase the percentage of all parents who agree that La Jolla Elementary School provides quality counseling and supports for students with social or emotional needs, as well as the percentage of all parents who strongly agree that the school provides healthy food choices. Due to the school closures, we did not administer the California Schools Parent Survey and we put site-based surveys on hold, so we are unable to determine the extent to which we met these goals.

*Major Differences					
There are no major differences to report related to our implementation of strategies aimed at supporting students' social, emotional, and physical health communicating our strategies with parents.					
*Changes					
No changes will be made.					
*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of all parents who agree that the school provides quality counseling and supports for students with social or emotional needs	40%	50%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the percentage of all parents who strongly agree that the school provides healthy food choices	24%	34%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the percentage of all parents who agree that the school provides quality counseling and supports for students with social or emotional needs, utilizing site-based surveys	baseline	increase by 10%	Other - Describe in objective
June 2021	Other (Describe in Objective)	Increase the percentage of all parents who strongly agree that the school provides healthy food choices, utilizing site-based surveys	baseline	increase by 10%	Other - Describe in objective
*Identified Need					
Due to the school closures, we do not have new CAL-SCHLS survey results or the results of site-based surveys for the 2019-20 school year. La Jolla Elementary School parents and family members actively participate in their children's education at home and through involvement in on campus activities. Based on the data, we recognize the need to make a more concerted effort to collaborate with families to support their children's social, emotional, and physical well-being. Parents have expressed a desire for increased support with their children's social emotional learning. They have also expressed an interest in increasing the healthy food choices with which children are provided. As such, we will ensure that we more closely comply with the district's Wellness Policy, specifically the guidelines for offering food items to students. We recognize that children's social, emotional, and physical needs must be met in order to ensure they are available to access to academics, which we can support by collaborating with families to support students' emotional and physical well-being.					

***Online Learning Implications**

Some of the systems we have in place to support students during online learning are as follows:

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety. Training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations, and will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of all parents who agree that the school provides quality counseling and supports for students with social or emotional needs through site developed surveys	40%	50%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of all parents who strongly agree that the school provides healthy food choices through site developed surveys	24%	34%	Other - Describe in Objective

Strategy/Activity 1: Parenting Workshops

***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

We are offering parenting workshops throughout the year from Dr. Susan Wais, which are aimed at supporting our students' overall, social, and emotional well-being.

Strategy/Activity 2: Social Emotional Learning

***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

We will collaborate with the other Cluster elementary schools to offer a cohesive approach to social emotional learning. We will continue to implement monthly character strengths, which will be introduced in classroom lessons, discussed and celebrated at schoolwide assemblies, and followed up with through communication to families.

We will engage in ongoing communication with families about the counselor's roles at La Jolla Elementary, which involves whole group lessons, small group support, and individual counseling. We will be focusing whole group lessons on the same topics as other elementary schools in our Cluster in order to promote continuity across our schools. The aim is for an articulation of skills, strategies, and language within each school that will lay a foundation for students as they enter middle school. With this model, students will enter middle school with a shared body of knowledge around social emotional learning (SEL), so they can draw from and continue to build off the foundation we have laid. Here's our plan for whole group SEL lessons at La Jolla Elementary this year:

- Sept/Oct- Self Awareness/Self Control
- Nov/Dec- Integrity and Personal Responsibility
- Jan/Feb-Effective Styles of Communication and Self-Advocacy
- March/Apr-Empathy
- May/June-Appreciating Diversity

Our counselor will also offer students small group support in 6-8 week sessions, which is an intervention designed to support students whose needs are not yet being met with instruction in classroom SEL topics. Small group support is not designed to be a long-term intervention that continues from year to year. While our counselor can offer individual sessions from time to time, families who believe their children are in need of more intense and/or longer-term support should seek outside services.

Strategy/Activity 3: Student Health and Wellness

***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

In an effort to bring our site's actions more closely aligned with district policies, we will eliminate food celebrations for birthdays, and we will ensure that food offered on campus complies with the district's guidelines. We will continue to implement increased physical activity for students through Impact and physical education classes, and we will continue and extend our Family Wellness Night in October. Our PTO is able to partially fund this work and the site uses their own funds to cover the remainder. Organizations in our community also contribute and/or donate information, resources, and services.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation:

To increase the percentage of fifth grade students meeting and exceeding grade level standards in English Language Arts, one of our strategies was to engage our educators in Professional Learning Communities (PLCs). We planned for each grade level team to meet in PLCs for two hours each week in order to develop, refine and implement common yearlong curriculum and assessment plans. Teachers would teach the core curriculum to all students and use informal assessments, site developed common assessments, and the SBAC Interim Assessment Blocks (IABs) to assess students' progress toward achieving standards. Then, teachers would review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. Monitoring forms would be used to keep track of individual student and class data and to identify students who were not yet meeting grade level standards. PLCs would also be used to provide teachers with an opportunity to meet with our education specialists in an effort to coordinate their programs to best support students with disabilities, including analyzing student data, discussing students' progress toward standards and IEP goals, and co-planning and co-teaching lessons. PLCs would also provide a time during which classroom teachers will collaborate with our resource teachers, who provide students who are not yet meeting grade level standards with targeted small group interventions. Our second strategy was to provide all students with access to educational software/computer programs at school and at home to support their progress toward meeting and exceeding standards in English Language Arts.

Effectiveness:

Our goals for the 2019-20 school year were aimed at increasing fifth grade students' academic achievement in ELA, which would be measured by all students' performance on the CAASPP for all students and students who were identified as members of three student groups: Hispanic or Latino, Students with Disabilities, and English Learners. Due to the school closures, state testing was paused, so we did not administer the Smarter Balanced

La Jolla Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

assessments during the 2019-2020 school year; therefore, were unable to determine the extent to which our students achieved our goals related to the CAASPP for English Language Arts. We will be moving our 2019-20 goals forward for the 2020-21 school year.

*Major Differences

PLCs: The school closures impacted our ability to implement PLCs as planned. Although many grade level teams continued to meet, they were no longer required to do so. Their meetings took on more of an informal nature, in which teachers shared ideas, problem-solved technology, and worked together to launch and execute their first experience with online teaching and learning. Therefore, PLCs were less aimed at analyzing student work and data related to ELA and instead were more focused on teachers' professional learning.

Educational Software/Computer Programs: There were no major differences to report.

*Changes

For the 2020-21 school year, we will implement a variety of classroom- and school-based assessments in order to determine students' progress toward meeting our goals on a more regular basis.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards	98%	99%	CAASPP ELA	annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 5%	FAST aReading	tri-annually

*Identified Need

Due to site closures, the most recent SBAC data we have is for 2019. On the 2019 administration of the SBA, 98% of our fifth grade students met and exceeded grade level standards in English Language Arts, compared with 90% of our Students with Disabilities and 80% of our Hispanic students. Our English Learner group is too small for data reporting.

As a site, we determined that we have a need to add goals that are not measured by state standardized assessments, which will allow for more frequent and consistent student performance monitoring throughout the school year.

*Online Learning Implications

Some of the systems we have in place to support students during online learning are as follows:

- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.

- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- Assessments that can be completed online.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Professional development for educators

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	90%	95%	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 5%	FAST aReading	tri-annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 5%	FAST aReading	tri-annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	baseline	increase by 5%	FAST aReading	tri-annually

Strategy/Activity 1: Professional Learning Communities

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Each grade level team will meet in Professional Learning Communities (PLCs) to develop/refine and implement common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and use informal assessments, site developed common assessments, and the SBAC Interim Assessment Blocks (IABs) to assess students' progress toward achieving standards. At their grade level PLCs, teachers will review

student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. Teachers will use monitoring forms to keep track of individual student and class data and to identify students who are not yet meeting grade level standards. General Education and Special Education teachers will meet regularly in an effort to coordinate their programs to best support students with disabilities. They will review student data, discuss students' progress toward standards and IEP goals, and co-plan and co-teach lessons. Classroom teachers will collaborate with Resource Teachers to provide students who are not yet meeting grade level standards with targeted small group interventions. Our foundation funds our PLCs so we do not have to use LCFF funds for this purpose.

Strategy/Activity 2: Educational Software/Computer Programs

***Students to be served by this Strategy/Activity**

Unduplicated students/All students.

***Strategy/Activity - Description**

At La Jolla Elementary, our Unduplicated Pupil Percentage for the 2020-21 school year is 16%. While our percentage is low, we understand the specific needs of our unduplicated students and know that they historically struggle with academic success in core content areas. With this in mind, we have decided to use LCFF monies for both classroom and intervention supports. While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. Students will have access to educational software/computer programs at school and at home to support their progress toward meeting and exceeding standards in English Language Arts.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0169-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N016982	Computer licenses for programs such as Learning A-Z, Starfall, and BrainPop, to support literacy achievement
	Supplies				0169-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N016984	Materials to support reading intervention and acceleration, such as Phonics for Reading and vocabulary workbooks

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

At La Jolla Elementary, we will implement a variety of strategies and leadership actions to meet our SPSA goals.

Online Learning

System for pupil outreach and re-engagement:

During online learning, the principal, counselor, and or school clerk will review the attendance report daily. We will follow up with any family with whom we are not certain the student's absence is due to illness or other planned event. We will work with the classroom teacher to ensure all students are engaged in Zoom and learning activities. We will collaborate with parents to build flexible learning plans.

Training for staff to engage students and build relationships:

We will engage in professional development around Quality Teaching Interactions and Quality Teaching Practices in order to engage and build relationships with students. The principal will provide teachers with feedback around Quality Teaching Interactions and Quality Teaching Practices and support teachers with their learning.

Equity and consistency from classroom to classroom regarding attendance:

The principal and school clerk will review attendance procedures with all teachers. The principal will provide ongoing updates and feedback via the weekly Staff Bulletin, as well as with individual teachers.

Ensuring processes are accessible to all parents and families (distribution method, internet accessibility, various languages):

We communicate school processes via weekly messages to our community. All staff are committed to ensuring parents have wireless connectivity and well-functioning technology devices. When needed, all materials are translated.

Leadership actions to meet SPSA during online learning:

Teachers meet in weekly PLCs, which the principal attends. In addition, regular PD, staff meetings, ILT meetings, RtI meetings, and 1:1 meetings with all support staff ensure relationships are maintained despite working remotely. The principal regularly monitors email and is responsive to all stakeholders' communication and needs. The principal visits teachers' online classrooms and provides feedback to teachers. We will continue to hold School Site Council and School Governance Team meetings in order to examine our policies, practices, and achievement of our SPSA goals.

Monitoring Instructional Content, Pedagogy and Student Engagement

The principal ensures that a guaranteed and viable curriculum is in place in every classroom and that all teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning. The principal creates a school culture in which

teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice. The principal conducts daily classroom observations in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning. The principal knows students' learning needs and can recognize if instruction is affecting learning.

Monitoring Student Learning and Providing Support

The principal develops a comprehensive assessment system closely monitors student mastery of standards throughout the year. The principal uses common formative and summative assessment data to support teacher teams (PLC's) in designing effective lessons and targeted interventions based on student needs. The principal ensures that reteach and reassessment opportunities are provided to students. The principal ensures the implementation of multi-tiered supports that match student needs.

Targeted Professional Learning and Implementation

The principal focuses on creating a collaborative risk-taking environment for teachers and students. The principal uses data from classroom observations and common assessments to inform professional learning opportunities. The principal knows their teachers' practice well and develops professional learning opportunities grounded in current research and based students' needs. The principal leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Interpersonal Skills

The principal has positive and productive relationships with staff, students, parents and community. The staff feels supported and can have honest and trusting conversations about the work. Mutual respect and trust is evident and multiple perspectives and experiences are valued. The principal views work through an appreciative lens, with a focus on what is working.

Organizational Leadership

The principal has developed and maintains clear systems to organize and maximize resources and operations. Clear lines of communication have been established and staff leadership has been cultivated, allowing the principal to focus on student learning.

Parents/ Community

The principal has a positive relationship with parents and community. Systems are in place to engage, teach, support and communicate with parents. Parents know and understand their child's learning successes and needs and are provided resources and learning connected to the needs of their child.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

La Jolla Elementary Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 0

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 8,687.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$8,687.00

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$8,687.00
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 8,687.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 8,687.00

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
La Jolla Elementary	09800 LCFF Intervention Support		4301	Supplies		\$ 187.00
			5841	Software License		\$ 8,500.00
	09800 LCFF Intervention Support Total					\$ 8,687.00
Grand Total						\$ 8,687.00

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

La Jolla Elementary School
PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

La Jolla Elementary School has developed a written parent & family engagement policy with input from parents at our monthly School Site Council (SSC) meetings.

It has distributed the policy to all parents and guardians through our school website.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.

We have an annual Back to School Night that all parents attend during which parents are informed of their right to be involved in the school program. Communication is also communicated through emails, and meeting agendas are posted on the school website.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening.

Many school meetings are held in the morning after drop off. Meetings are also held just after our weekly schoolwide assembly on Friday mornings. Principal Chats/ "Office Hours" are held on different days and at different times to accommodate families' schedules. We also offer parent workshops in the evenings to accommodate working families.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

We have active parent committees/groups, including an SSC, SGT, PTO, and a foundation. Different information concerning the school's programs are presented in each of these venues. We also have a weekly email to families, as well as a weekly email from the principal, both of which include important information and upcoming events. We send a monthly email to families to recap pertinent information from all of the school's meetings.

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

We inform parents through our Back to School Night. We also have a weekly email to families, as well as a weekly email from the principal, both of which include important information and upcoming events. We send a monthly email to families to recap pertinent information from all of the school's meetings. Teachers also inform parents of programs pertinent to their children.

The school provides parents 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. How does the school provide the information?

Teachers explain the curriculum, assessments, and proficiency levels at Back to School Night in August/September. During report card conferences, which are held twice per year, teachers explain how students are performing in relation to the standards.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children through Site Governance Team and School Site Council meetings. We also have an active PTO, foundation, and other groups through which parents can participate in their children's education.

The school engages parents in meaningful interactions with the school. The Compact 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 parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The school does this through the following approaches: Back to School Night presentations, ongoing teacher communication, school newsletter articles and weekly communication written by the principal, opportunities to visit the classroom for Family Literacy Days and Family Math Days, and presentations and showcases of student academic work and work in the visual and performing arts.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Parent conferences are held twice per year for all students and additional conferences are held as needed for students who are not yet meeting grade level standards. Teachers work with parents to continue support for their children's achievement at home.

The school provides computer programs that can be used for proficient students to improve their skills and for students who need additional practice and/or intervention.

The school offers parent workshops and informational sessions throughout the year, and teachers offer information via newsletters, websites, Google Classroom, etc.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

Staff members work with parents on all committees. They understand parents to be an integral part of the team, all working for the achievement and well-being of our students.

The principal discusses parent involvement as being of vital importance in professional development, staff meetings, and through ongoing written communication with staff members.

The school coordinates and integrates parental involvement programs 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.

The school has two parents groups who meet regularly (PTO and Foundation), and the principal shares information at the monthly meetings. The principal communicates information and upcoming events through weekly messages to families. Families are welcomed on campus, encouraged to spend time in their children's classrooms as volunteers and for special opportunities, such as Family Math Days, Family Literacy Days, and presentations/showcase of student work.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

The school sends weekly emails with an abundance of information, and the principal sends a weekly email with important information and updates. Parents can request copies of the communication, and they may ask for information in their home language.

The school provides support for parental involvement activities requested by parents.

Parents and family members are active participants in school activities through participation in formal groups/committees, such as the Parent Teacher Organization, Parent Foundation, School Site Committee, and Site Governance Team. Parents routinely suggest and implement activities at our school. The school would provide anything requested by parents in order to be involved in school activities.

The school provides opportunities for the participation of all 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).

This policy was adopted by La Jolla Elementary School on September 29, 2020 and will be in effect for the period of the 2020-2021 school year.

The school will distribute the policy to all parents of students on, or before: October 31, 2020

Stephanie Hasselbrink

Signature of Authorized Official here

September 28, 2020

APPENDIX C

SCHOOL PARENT COMPACT



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

LA JOLLA ELEMENTARY SCHOOL

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

La Jolla Elementary School distributes to parents and family members a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

At La Jolla Elementary School, all parents are invited to parent conferences in the fall and spring. Parents can request an additional conference whenever needed.

Parents are provided report cards in November, March, and June. In November and March, the report cards are distributed during parent conferences.

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. Parents can communicate with teachers and staff via district email.

Teacher and staff email addresses are published on the school website and in the Directory. Parents can also leave a message with the office staff.

Parents and family member volunteers are an integral part of the school community. As such, they are encouraged to volunteer in their children's classrooms, across our campus, and to chaperone on field trips. They are given the opportunity to sign up at any point in the year by filling out a Volunteer Application, receiving TB clearance, and being screened using the Meagan's Law list. Parents are invited to visit classroom activities regularly throughout the year, including writing celebrations, subject area presentations, performances, and Family Math and Literacy Days. They are also encouraged to participate in our two parent groups (PTO and foundation) and to be elected to one of our shared decision-making groups (Site Governance Team and School Site Council).

La Jolla Elementary offers all of the above information by way of Parent Handbook.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

Teachers explain the curriculum, assessments, and proficiency levels at Back to School Night during the first two weeks of the school year. During report card conferences, which are held twice per year, teachers explain how students are performing in relation to the standards. The principal also sends weekly emails to families, and the school website provides information to parents.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

Parent conferences are held twice per year for all students and additional conferences are held as needed for students who are not yet meeting grade level standards. Teachers work with parents to continue support for their children's achievement at home.

The school provides computer programs that can be used for proficient students to improve their skills and for students who need additional practice and/or intervention.

The school offers parent workshops and informational sessions throughout the year, and teachers offer information via newsletters, websites, Google Classroom, etc.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

Staff members work with parents on all committees. They understand parents to be an integral part of the team, all working for the achievement and well-being of our students.

The principal discusses parent involvement as being of vital importance in professional development, staff meetings, and through ongoing written communication with staff members.

The school coordinates and integrates parental involvement programs with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

The school has two parents groups who meet regularly (PTO and Foundation), and the principal shares information at the monthly meetings. The principal communicates information and upcoming events through weekly messages to families. Families are welcomed on campus, encouraged to spend time in their children's classrooms as volunteers and for special opportunities, such as Family Math Days, Family Literacy Days, and presentations/showcase of student work.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

The school sends weekly emails with an abundance of information, and the principal sends a weekly email with important information and updates. Parents can request copies of the communication, and they may ask for information in their home language.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

Parents and family members are active participants in school activities through participation in formal groups/committees, such as the Parent Teacher Organization, Parent Foundation, School Site Committee, and Site Governance Team. Parents routinely suggest and implement activities at our school. The school would provide anything requested by parents in order to be involved in school activities.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

All parents are invited to attend all school events and to participate in all school related opportunities. The District provides that the campus is accessible to people with disabilities so they may participate in the same way as all others.

This Compact was adopted by La Jolla Elementary School on September 29, 2020 and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact to all parents of students on, or before: October 31, 2020

Stephanie Hasselbrink

Signature of Authorized Official here

September 29, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

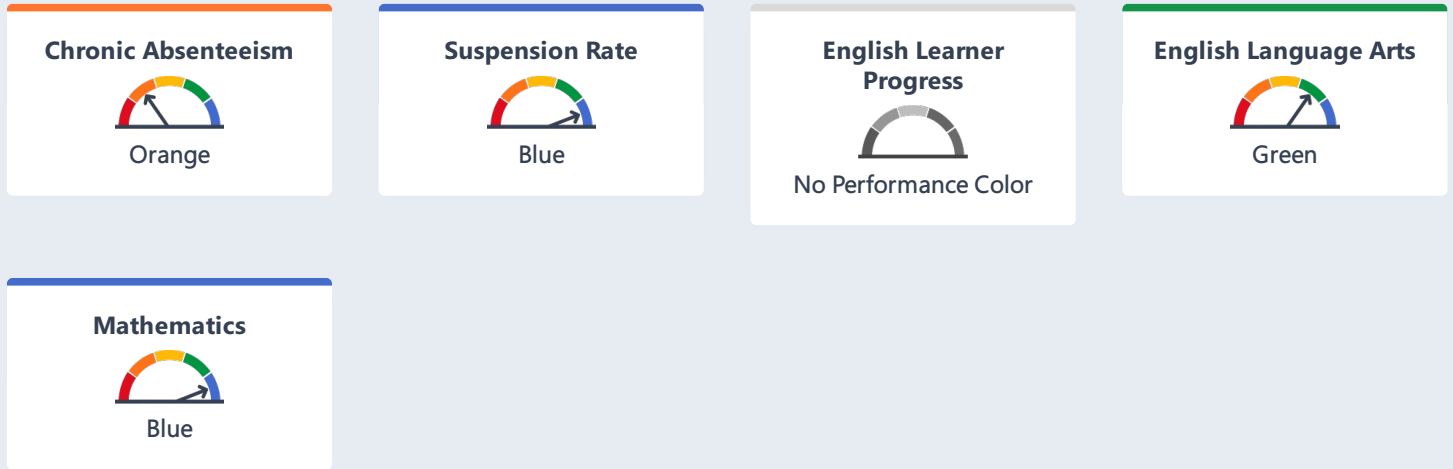
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

La Jolla Elementary

Explore the performance of La Jolla Elementary under California's Accountability System.

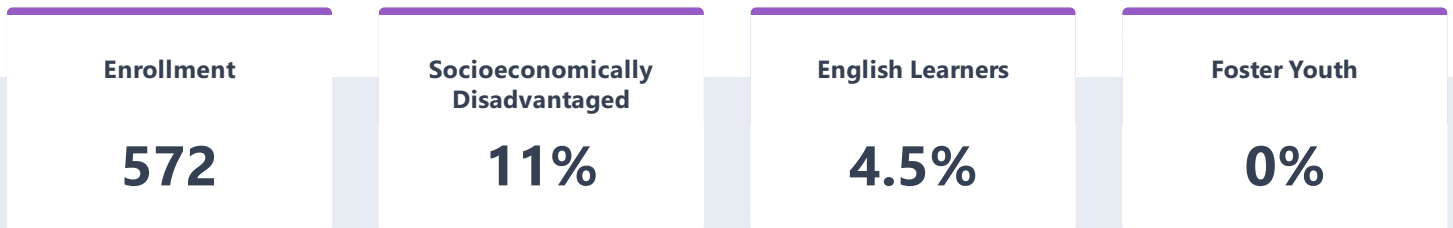


School Details

NAME La Jolla Elementary	ADDRESS 1111 Marine Street La Jolla, CA 92037-5131	WEBSITE http://www.ljes.org	GRADES SERVED K-5
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Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Green

131.5 points above standard


Declined 3.6 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	2 Blue	

[LEARN MORE](#)

Mathematics



Blue

117 points above standard

Maintained -1.1 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	2 Blue	

[LEARN MORE](#)

English Learner Progress

Less than 11 students - data not displayed for privacy


LA JOLLA ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Orange

8.7% chronically absent

Increased 1.2% ▲

EQUITY REPORT
Number of Student Groups in Each Color


0 Red	3 Orange	2 Yellow
0 Green	1 Blue	

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0.2% suspended at least once

Declined 0.7% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	0 Yellow
0 Green	5 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students



Green

131.5 points above standard

Declined 3.6 Points ▼

Number of Students: 295

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic



Blue

Students with Disabilities

White



No Performance Color

African American

American Indian

Asian

English Learners

Two or More Races

Socioeconomically Disadvantaged

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

159.4 points above standard

Increased 10.9 Points ▲

Number of Students: 24

English Learners



No Performance Color

110.3 points above standard

Declined 19.9 Points ▼

Number of Students: 17

Two or More Races



No Performance Color

145.1 points above standard

Maintained 2.3 Points

Number of Students: 27

Socioeconomically Disadvantaged



No Performance Color

124 points above standard

Declined 3.9 Points ▼

Number of Students: 39

Hispanic



Green

108.5 points above standard

Declined 18.1 Points ▼

Number of Students: 37

Students with Disabilities



Blue

81.8 points above standard

Increased 3.7 Points ▲

Number of Students: 39

White



Blue

130.8 points above standard

Maintained -2.8 Points

Number of Students: 204

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	124.5 points above standard	135.1 points above standard	131.5 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners

No Data

No Data

Number of Students: 4

Reclassified English Learners

139.5 points above standard

Declined 4.1 Points ▼

Number of Students: 13

English Only

131.7 points above standard

Maintained -1.6 Points

Number of Students: 254

Mathematics

All Students

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

All Students



Blue

117 points above standard

Maintained -1.1 Points

Number of Students: 292

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic



Blue

Students with Disabilities

White



No Performance Color

African American

American Indian

Asian

English Learners

Two or More Races

Socioeconomically Disadvantaged

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

142.1 points above standard

Increased 10.2 Points ▲

Number of Students: 24

English Learners



No Performance Color

120.3 points above standard

Increased 7.6 Points ▲

Number of Students: 17

Two or More Races



No Performance Color

127.8 points above standard

Declined 17 Points ▼

Number of Students: 28

Socioeconomically Disadvantaged



No Performance Color

105.2 points above standard

Maintained -0.2 Points

Number of Students: 39

Hispanic



Green

93.4 points above standard

Declined 12.4 Points ▼

Number of Students: 35

Students with Disabilities



Blue

86.7 points above standard

Increased 22.4 Points ▲

Number of Students: 35

White



Blue

116.6 points above standard

Maintained 1.7 Points

Number of Students: 202

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	107.2 points above standard	118.1 points above standard	117 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

No Data

No Data

Number of Students: 4

Reclassified English Learners

143.6 points above standard

Increased 21.9 Points ▲

Number of Students: 13

English Only

116.1 points above standard

Maintained -0.5 Points

Number of Students: 251

English Learner Progress Indicator

All English Learner Students

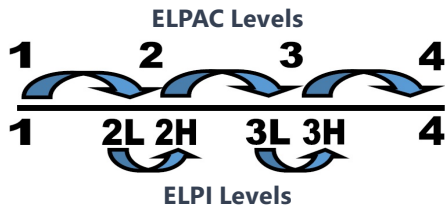
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress

Less than 11 students - data not displayed for privacy

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Orange

8.7% chronically absent

Increased 1.2% ▲

Number of Students: 585

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged



Yellow

Two or More Races

White



Green

No Students



Blue

Asian



No Performance Color

American Indian

African American

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



No Performance Color

17.9% chronically absent

Increased 12.3% ▲

Number of Students: 28

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



Orange

15.5% chronically absent

Increased 1.2% ▲

Number of Students: 84

Hispanic



Orange

12.5% chronically absent

Increased 7.2% ▲

Number of Students: 72

Socioeconomically Disadvantaged



Orange

11.4% chronically absent

Increased 1.6% ▲

Number of Students: 70

Two or More Races



Yellow

5.1% chronically absent

Maintained -0.3%

Number of Students: 59

White



Yellow

8.9% chronically absent

Maintained -0.2%

Number of Students: 404

Asian



Blue

0% chronically absent

Maintained 0%

Number of Students: 42

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Blue

0.2% suspended at least once

Declined 0.7% ▼

Number of Students: 586

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Hispanic



Yellow

No Students



Green

No Students



Blue

Asian

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White



No Performance Color

African American

American Indian

English Learners

Filipino



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 28

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Hispanic



Orange

1.4% suspended at least once

Increased 1.4% ▲

Number of Students: 72

Asian



Blue

0% suspended at least once

Declined 2% ▼

Number of Students: 42

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 59

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Declined 1.4% ▼

Number of Students: 70

Students with Disabilities



Blue

0% suspended at least once

Declined 4.8% ▼

Number of Students: 84

White



Blue

0% suspended at least once

Declined 1.1% ▼

Number of Students: 405

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.2%	0.9%	0.2%



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	353	92.6	319	94.4	299	95.3	276	98.2	300	97.3	4.7	-0.9	359	90.8	323	94.7	305	94.8	276	97.5	298	95.3	4.5	-2.2
Female	161	96.3	146	97.9	131	96.9	115	99.1	139	97.1	0.8	-2.0	162	90.7	147	95.9	134	94.8	115	98.3	138	93.5	2.8	-4.8
Male	192	89.6	173	91.3	168	94.0	161	97.5	161	97.5	7.9	0.0	197	90.9	176	93.8	171	94.7	161	96.9	160	96.9	6.0	0.0
African American	7	-	5	-	3	-	2	-	1	-	-	-	7	-	5	-	3	-	2	-	1	-	-	-
Asian**	28	92.9	29	100.0	27	96.3	25	100.0	23	100.0	-	-	28	96.4	30	100.0	27	100.0	25	100.0	23	95.7	-	-
Filipino	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
Hispanic	45	86.7	43	90.7	36	97.2	39	100.0	37	83.8	-2.9	-16.2	49	81.6	44	93.2	40	95.0	39	97.4	35	94.3	12.7	-3.1
Indochinese**	1	-	2	-	2	-	2	-	-	-	-	-	1	-	2	-	2	-	-	-	-	-	-	-
Native American	1	-	2	-	2	-	2	-	2	-	-	-	1	-	2	-	2	-	2	-	2	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	240	93.8	206	94.2	199	95.0	181	97.2	210	99.0	5.2	1.8	242	93.0	208	95.2	201	94.5	181	96.7	208	95.2	2.2	-1.5
Multiracial	28	96.4	30	100.0	30	96.7	25	100.0	27	100.0	3.6	0.0	28	92.9	30	100.0	30	96.7	25	100.0	29	96.6	3.7	-3.4
English Learner	12	58.3	7	-	6	-	5	-	4	-	-	-	18	66.7	11	72.7	12	75.0	5	-	5	-	-	-
English-Speaking	341	93.8	312	94.9	293	96.2	271	98.2	296	98.0	4.2	-0.2	341	92.1	312	95.5	293	95.6	271	97.4	293	95.6	3.5	-1.8
Reclassified†	19	89.5	21	100.0	20	100.0	14	100.0	15	100.0	10.5	0.0	19	78.9	21	95.2	20	90.0	14	100.0	15	100.0	21.1	0.0
Initially Eng. Speaking	322	94.1	291	94.5	273	96.0	257	98.1	281	97.9	3.8	-0.2	322	92.9	291	95.5	273	96.0	257	97.3	278	95.3	2.4	-2.0
Econ. Disadv.*	40	80.0	36	88.9	35	94.3	33	97.0	40	97.5	17.5	0.5	40	77.5	36	86.1	36	88.9	33	93.9	40	97.5	20.0	3.6
Non-Econ. Disadv.	313	94.2	283	95.1	264	95.5	243	98.4	260	97.3	3.1	-1.1	319	92.5	287	95.8	269	95.5	243	97.9	258	95.0	2.5	-2.9
Gifted	201	97.5	173	99.4	149	100.0	98	100.0	130	98.5	1.0	-1.5	203	97.0	173	100.0	150	100.0	98	99.0	131	98.5	1.5	-0.5
Not Gifted	152	86.2	146	88.4	150	90.7	178	97.2	170	96.5	10.3	-0.7	156	82.7	150	88.7	155	89.7	178	96.6	167	92.8	10.1	-3.8
With Disabilities	45	71.1	39	66.7	36	75.0	34	88.2	33	81.8	10.7	-6.4	44	72.7	39	74.4	36	75.0	34	82.4	29	86.2	13.5	3.8
WO Disabilities	308	95.8	280	98.2	263	98.1	242	99.6	267	99.3	3.5	-0.3	315	93.3	284	97.5	269	97.4	242	99.6	269	96.3	3.0	-3.3
Homeless	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Foster	1	-	1	-	1	-	1	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
Military	6	-	2	-	2	-	1	-	2	-	-	-	6	-	2	-	2	-	1	-	3	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	117	91.5	90	96.7	87	97.7	93	96.8	97	97.9	6.4	1.1	118	90.7	91	97.8	90	98.9	93	96.8	93	98.9	8.2	2.1
Female	57	96.5	35	94.3	41	97.6	44	97.7	45	100.0	3.5	2.3	57	91.2	35	97.1	42	97.6	44	95.5	44	100.0	8.8	4.5
Male	60	86.7	55	98.2	46	97.8	49	95.9	52	96.2	9.5	0.3	61	90.2	56	98.2	48	100.0	49	98.0	49	98.0	7.8	0.0
African American	3	-	1	-	0	-	0	-	1	-	-	-	3	-	1	-	0	-	0	-	1	-	-	-
Asian**	10	90.0	9	-	9	-	9	-	5	-	-	-	10	100.0	10	100.0	9	-	9	-	5	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	15	86.7	15	86.7	8	-	14	100.0	13	84.6	-2.1	-15.4	16	75.0	15	93.3	10	100.0	14	92.9	11	90.9	15.9	-2.0
Indochinese**	0	-	2	-	0	-	0	-	-	-	-	-	0	-	2	-	0	-	0	-	-	-	-	-
Native American	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	79	93.7	52	98.1	59	100.0	63	95.2	63	100.0	6.3	4.8	79	93.7	52	98.1	60	100.0	63	96.8	61	100.0	6.3	3.2
Multiracial	9	-	10	100.0	10	90.0	7	-	14	100.0	-	-	9	-	10	100.0	10	90.0	7	-	14	100.0	-	-
English Learner	6	-	5	-	2	-	2	-	2	-	-	-	8	-	6	-	5	-	2	-	2	-	-	-
English-Speaking	111	92.8	85	97.6	85	97.6	91	96.7	95	97.9	5.1	1.2	110	92.7	85	98.8	85	98.8	91	96.7	91	98.9	6.2	2.2
Reclassified†	4	-	7	-	3	-	3	-	7	-	-	-	4	-	7	-	3	-	3	-	7	-	-	-
Initially Eng. Speaking	107	92.5	78	97.4	82	97.6	88	96.6	88	97.7	5.2	1.1	106	92.5	78	98.7	82	98.8	88	96.6	84	98.8	6.3	2.2
Econ. Disadv.*	17	76.5	9	-	12	100.0	10	100.0	15	100.0	23.5	0.0	17	76.5	9	-	12	100.0	10	90.0	15	100.0	23.5	10.0
Non-Econ. Disadv.	100	94.0	81	96.3	75	97.3	83	96.4	82	97.6	3.6	1.2	101	93.1	82	97.6	78	98.7	83	97.6	78	98.7	5.6	1.1
Gifted	63	98.4	40	100.0	37	100.0	36	100.0	40	97.5	-0.9	-2.5	63	96.8	40	100.0	37	100.0	36	100.0	40	100.0	3.2	0.0
Not Gifted	54	83.3	50	94.0	50	96.0	57	94.7	57	98.2	14.9	3.5	55	83.6	51	96.1	53	98.1	57	94.7	53	98.1	14.5	3.4
With Disabilities	14	71.4	8	-	11	90.9	9	-	13	92.3	20.9	-	13	84.6	8	-	11	100.0	9	-	9	-	-	-
WO Disabilities	103	94.2	82	96.3	76	98.7	84	98.8	84	98.8	4.6	0.0	105	91.4	83	97.6	79	98.7	84	98.8	84	100.0	8.6	1.2
Homeless	0	-	1	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	1	-	2	-	-	-	2	-	0	-	0	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	113	92.9	119	91.6	87	98.9	84	100.0	103	96.1	3.2	-3.9	113	93.8	122	93.4	89	98.9	84	98.8	104	97.1	3.3	-1.7
Female	51	98.0	58	100.0	32	96.9	36	100.0	47	93.6	-4.4	-6.4	51	96.1	59	98.3	33	97.0	36	100.0	47	95.7	-0.4	-4.3
Male	62	88.7	61	83.6	55	100.0	48	100.0	56	98.2	9.5	-1.8	62	91.9	63	88.9	56	100.0	48	97.9	57	98.2	6.3	0.3
African American	4	-	2	-	1	-	0	-	0	-	-	-	4	-	2	-	1	-	0	-	0	-	-	-
Asian**	10	90.0	10	100.0	8	-	7	-	10	100.0	-	-	10	90.0	10	100.0	8	-	7	-	10	100.0	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	16	81.3	14	92.9	14	92.9	9	-	14	85.7	4.4	-	16	93.8	15	100.0	16	93.8	9	-	14	100.0	6.2	-
Indochinese**	0	-	0	-	2	-	0	-	-	-	-	-	0	-	0	-	2	-	0	-	-	-	-	-
Native American	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	73	94.5	82	90.2	52	100.0	58	100.0	74	97.3	2.8	-2.7	73	95.9	84	92.9	52	100.0	58	98.3	74	95.9	0.0	-2.4
Multiracial	8	-	10	100.0	10	100.0	9	-	5	-	-	-	8	-	10	100.0	10	100.0	9	-	6	-	-	-
English Learner	5	-	2	-	2	-	1	-	1	-	-	-	5	-	5	-	4	-	1	-	2	-	-	-
English-Speaking	108	94.4	117	92.3	85	100.0	83	100.0	102	97.1	2.7	-2.9	108	93.5	117	94.9	85	100.0	83	98.8	102	97.1	3.6	-1.7
Reclassified†	3	-	8	-	6	-	4	-	4	-	-	-	3	-	8	-	6	-	4	-	4	-	-	-
Initially Eng. Speaking	105	94.3	109	91.7	79	100.0	79	100.0	98	96.9	2.6	-3.1	105	93.3	109	94.5	79	100.0	79	98.7	98	96.9	3.6	-1.8
Econ. Disadv.*	11	81.8	15	86.7	8	-	13	100.0	10	90.0	8.2	-10.0	11	90.9	15	86.7	8	-	13	100.0	10	100.0	9.1	0.0
Non-Econ. Disadv.	102	94.1	104	92.3	79	98.7	71	100.0	93	96.8	2.7	-3.2	102	94.1	107	94.4	81	98.8	71	98.6	94	96.8	2.7	-1.8
Gifted	60	95.0	63	98.4	35	100.0	32	100.0	42	100.0	5.0	0.0	60	98.3	63	100.0	35	100.0	32	96.9	42	100.0	1.7	3.1
Not Gifted	53	90.6	56	83.9	52	98.1	52	100.0	61	93.4	2.8	-6.6	53	88.7	59	86.4	54	98.1	52	100.0	62	95.2	6.5	-4.8
With Disabilities	11	72.7	14	42.9	11	100.0	10	100.0	10	60.0	-12.7	-40.0	11	63.6	14	57.1	11	100.0	10	90.0	10	80.0	16.4	-10.0
WO Disabilities	102	95.1	105	98.1	76	98.7	74	100.0	93	100.0	4.9	0.0	102	97.1	108	98.1	78	98.7	74	100.0	94	98.9	1.8	-1.1
Homeless	1	-	1	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	1	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	123	93.5	110	95.5	125	91.2	99	98.0	100	98.0	4.5	0.0	128	88.3	110	93.6	126	88.9	99	97.0	101	90.1	1.8	-6.9
Female	53	94.3	53	98.1	58	96.6	35	100.0	47	97.9	3.6	-2.1	54	85.2	53	92.5	59	91.5	35	100.0	47	85.1	-0.1	-14.9
Male	70	92.9	57	93.0	67	86.6	64	96.9	53	98.1	5.2	1.2	74	90.5	57	94.7	67	86.6	64	95.3	54	94.4	3.9	-0.9
African American	0	-	2	-	2	-	2	-	0	-	-	-	0	-	2	-	2	-	2	-	0	-	-	-
Asian**	8	-	10	100.0	10	100.0	9	-	8	-	-	-	8	-	10	100.0	10	100.0	9	-	8	-	-	-
Filipino	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Hispanic	14	92.9	14	92.9	14	100.0	16	100.0	10	80.0	-12.9	-20.0	17	76.5	14	85.7	14	92.9	16	100.0	10	90.0	13.5	-10.0
Indochinese**	1	-	0	-	0	-	2	-	-	-	-	-	1	-	0	-	0	-	2	-	-	-	-	-
Native American	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	88	93.2	72	95.8	88	88.6	60	96.7	73	100.0	6.8	3.3	90	90.0	72	95.8	89	87.6	60	95.0	73	90.4	0.4	-4.6
Multiracial	11	90.9	10	100.0	10	100.0	9	-	8	-	-	-	11	81.8	10	100.0	10	100.0	9	-	9	-	-	-
English Learner	1	-	0	-	2	-	2	-	1	-	-	-	5	-	0	-	3	-	2	-	1	-	-	-
English-Speaking	122	94.3	110	95.5	123	92.7	97	97.9	99	99.0	4.7	1.1	123	90.2	110	93.6	123	90.2	97	96.9	100	91.0	0.8	-5.9
Reclassified†	12	83.3	6	-	11	100.0	7	-	4	-	-	-	12	66.7	6	-	11	81.8	7	-	4	-	-	-
Initially Eng. Speaking	110	95.5	104	95.2	112	92.0	90	97.8	95	98.9	3.4	1.1	111	92.8	104	94.2	112	91.1	90	96.7	96	90.6	-2.2	-6.1
Econ. Disadv.*	12	83.3	12	83.3	15	86.7	10	90.0	15	100.0	16.7	10.0	12	66.7	12	75.0	16	75.0	10	90.0	15	93.3	26.6	3.3
Non-Econ. Disadv.	111	94.6	98	96.9	110	91.8	89	98.9	85	97.6	3.0	-1.3	116	90.5	98	95.9	110	90.9	89	97.8	86	89.5	-1.0	-8.3
Gifted	78	98.7	70	100.0	77	100.0	30	100.0	48	97.9	-0.8	-2.1	80	96.3	70	100.0	78	100.0	30	100.0	49	95.9	-0.4	-4.1
Not Gifted	45	84.4	40	87.5	48	77.1	69	97.1	52	98.1	13.7	1.0	48	75.0	40	82.5	48	70.8	69	95.7	52	84.6	9.6	-11.1
With Disabilities	20	70.0	17	70.6	14	42.9	15	86.7	10	90.0	20.0	3.3	20	70.0	17	76.5	14	35.7	15	80.0	10	90.0	20.0	10.0
WO Disabilities	103	98.1	93	100.0	111	97.3	84	100.0	90	98.9	0.8	-1.1	108	91.7	93	96.8	112	95.5	84	100.0	91	90.1	-1.6	-9.9
Homeless	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	2	-	0	-	0	-	-	-	2	-	1	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF FUNDED ACTIONS AND
ACTIVITIES**

School Name: La Jolla Elementary School
Evaluation of LCFF Funded Actions/Activities
For the 2019-2020 School Year

Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. Must be evidence-based intervention designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Goal 2 – ELA	Software Licenses: Learning Upgrade & Learning A-Z to promote literacy achievement	Learning A-Z in the primary grades; Learning Upgrade for Grade 2	Need additional programs to support our upper grade students	Team will consider other programs, such as IXL and Moby Max
Goal 3 – Math	Software Licenses: Learning Upgrade to promote math achievement	Learning Upgrade for Grade 2	Need additional programs to support our students in other grades	Team will consider other programs, such as IXL, Moby Max, and Khan Academy
Goal 4 – English Learners	Software Licenses: Learning Upgrade & Learning A-Z to promote literacy and math achievement	Learning A-Z in the primary grades; Learning Upgrade for Grade 2	Need additional programs to support our upper grade students	Team will consider other programs, such as IXL, Moby Max, and Khan Academy
Goal 5 – Students with Disabilities	Software Licenses: Learning Upgrade & Learning A-Z to promote literacy and math achievement Supplies: paper to support students' goal achievement and progress reports	Learning A-Z Learning A-Z in the primary grades; Learning Upgrade for Grade 2 Supplies are supporting students with disabilities, as anticipated	Need additional programs to support students	Team will consider other programs, such as IXL, Moby Max, and Khan Academy
Goal 7 – Graduation/Promotion Rate	Software Licenses: Learning Upgrade & Learning A-Z to promote literacy achievement	Learning A-Z in the primary grades; Learning Upgrade for Grade 2	Need additional programs to support our upper grade students	Team will consider other programs, such as IXL and Moby Max

Conclusion: Due to the school closures and the measures we selected to analyze our progress toward goals, we were unable to determine the extent to which we met our goals. We did, however, have an opportunity to discuss and reflect upon our activities and actions funded by LCFF, and we believe that many of them are supporting our students' achievement. We decided to reconsider some of the software licenses for next year in order to better support our upper grade students.