

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **LA JOLLA ELEMENTARY** SCHOOL

**2022-23**

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:** 858/454-7196;

**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 Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval: January 24, 2023**

**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.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: La Jolla Elementary PHONE: 619 605 3300 FAX: 858 459 6918  
 SITE CONTACT PERSON: Stephanie Hasselbrink E-MAIL ADDRESS: shasselbrink@sanedi.net

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

- Title I Schoolwide Programs (SWP)       CSI School       ATSI 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 composed correctly, and 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 type="checkbox"/> Other (list): _____   | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10-4-22

**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

[Signature] 10.04.22  
Signature of School Principal / Date

Dalini Budhos Yang Liu  
Type/Print Name of SSC Chairperson

[Signature] 10/4/22  
Signature of SSC Chairperson / Date

\_\_\_\_\_  
Type/Print Name of ELAC Representative

\_\_\_\_\_  
Signature of ELAC Representative / Date

Mitzi Menio  
Type/Print Name of Area Superintendent

[Signature] 10/5/22  
Signature of Area Superintendent / Date

**Email & Submit Document with Original Signatures**  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

**Due October 7th 2022**

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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.

**ENGAGING EDUCATIONAL PARTNERS**

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. In 2021-2022, stakeholders were involved in the 2022-2023 budget development process via multiple meeting opportunities to dialogue and provide input through the 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 2021-June 2022 - ongoing review of student data
- September 27, 2021 - ELAC met to discuss tasks, ELs, and delegating responsibilities to SSC
- October 19, 2021 - SGT met and had a discussion about our community's wellness, in terms of students, families, and staff, and how to support our community
- November 2, 2021 - SSC reviewed data and discussed progress toward SPSA goals.
- November 5, 2021 - debriefed first virtual Family Involvement Week with staff
- December 16, 2021- SGT met and debriefed Family Involvement Week
- January 4, 2022 - SSC discussed the SPSA Evaluation; reviewed data and discussed progress toward SPSA goals
- January 23, 2022 - administered Needs Assessment Survey to staff to solicit feedback about funding priorities
- February 1, 2022 - SSC reviewed and approved the 2020-2021 budget

- February 4, 2022 - presented budget to staff
- February 4, 2022 - ILT/Staff met to analyze data and provided budget recommendations
- March-August 2022 – PTO and Foundation discussed and approved the 2022-2023 budgets
- May 3, 2022 - SGT met and discussed our school's climate/culture
- August 31, September 1 & 8, 2022 - held annual parent meetings
- September 20, 2022 - SSC discussed and approved the 2022-2023 School-Parent Compact and Parent Involvement Policy, reviewed final data from the 2021-2022 school year, and discussed possible SPSA goals
- September 20, 2022 - ILT met to analyze data and make recommendations for SPSA goals and strategies
- October 4, 2022 - SSC developed and approved 2022-2023 SPSA

### **RESOURCE INEQUITIES**

In the Spring of 2022, state testing resumed for the first time since the 2018-2019 school year. Despite our Smarter Balanced Assessment results being lower than previous years and not quite meeting the ambitious goals we had set, we were proud of our students' performance - students' scores ranked them at the top of our school district.

Overall, our English Language Arts goal was for 98% of our students to meet and/or exceed grade-level standards. Collectively, 93% of our third through fifth-grade students performed at/above grade level, which was 5% lower than our goal and 7% lower than students' performance during the 2018-2019 school year. Eighty-seven percent of our third graders met/exceeded standards, and 95% of our fourth and fifth graders met standards, which is 11% and 3%, respectively, below our goal. Our goal for students with disabilities was 90%, and we fell 12% short of meeting that goal, with 78% meeting/exceeding standards. For our English/Multilingual Learners, we established a goal of 77%. Due to the small size of that group, we are unable to publicly report their performance; however, we can share that we did not meet our goal. Finally, we established a goal of 100% for our Black/African American students. Unfortunately, due to the few numbers of students in that group, we are unable to report the results publicly, however, I can share that they did well.

For mathematics, we established a goal of 97% of our students' meeting/exceeding standards. Again, our students' performance fell short of the goal, with 90% of them meeting exceeding standards, which was 7% lower than our goal and 5% lower than students' performance during the 2018-2019 school year. Eighty-three percent of our third graders, 98% of our fourth graders, and 88% of our fifth graders met/exceeded standards. Our third-grade students performed 16% below, our goal and our fifth-graders scored 2% below our goal. When it comes to fourth grade, they actually exceeded our goal of 97% by 1%. Our goal for students with disabilities was 95%, and we fell 4% short of meeting that goal, with 91% meeting/exceeding standards. For our English/Multilingual Learners, we established a goal of 93%. Due to the small size of that group, we are unable to publicly report their performance; however, we can share that we did not meet our goal. Finally, we established a goal of 100% for our Black/African American students. Unfortunately, due to the few numbers of students in that group, we are unable to report the results publicly, however, I can share that they did not meet our goal.?

Results of the 2021-2022 school year state testing indicate that many of the students at La Jolla Elementary School are performing well; however, our data continue to show equity gaps for some students. For English Language Arts, our third-grade students, students with disabilities, English/Multilingual Learners, and Black/African American students are performing below our students' overall performance. When it comes to

mathematics, there is also an equity gap between our third-grade students and English/Multilingual Learners. Although we did not meet our math goals for students with disabilities and Black/African American students, they are actually performing above our overall students' performance. Due to the inequities discussed above, we have created this plan to address the structures, resources, and teaching practices that impact our student's achievement. We will especially focus on student groups who are performing below their peers in English Language Arts and mathematics.

**Strategy/Activity 1: Professional Learning Communities** - To achieve our goals, grade-level teams will meet in Professional Learning Communities (PLCs) for two hours every other week to develop, refine, implement, and analyze the effectiveness of their common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and then use informal assessments, site-developed common assessments (e.g., end-of-unit math assessments), and District assessments (e.g., Fountas and Pinnell [TK-grade 2] and FAST reading assessment [grades 3-5]) to determine students' progress toward achieving standards. Then, teachers will review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. During their PLC time, classroom teachers will be able to meet with our education specialists and resource teachers to coordinate their programs to best support our students with disabilities and English/Multilingual Learners. They will analyze student data and discuss students' progress toward grade-level standards, their IEP goals, and with their language development. Teachers and specialists will also be able to engage in co-planning and developing targeted interventions to support their students.

**Strategy/Activity 2: Computer Programs & Print Subscriptions** - Although our Unduplicated Pupil percentage is fairly 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 support. While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. Students will have access to print subscriptions of educational programs (e.g., Scholastic News) and computer programs that they can use during the school day and at home to support their progress toward meeting and exceeding standards in English Language Arts and mathematics, as well as students' English language development.

**Strategy/Activity 3: Monitoring Student Achievement** - Teachers will maintain monitoring forms that will enable them to capture, analyze, and track students' progress toward ELA and mathematics standards, including students who belong to historically underperforming groups. The principal will create and set up the monitoring forms for teaching, including color coding that indicates students' performance levels on various assessment measures (e.g., exceeding standards - blue, meeting standards - green, approaching standards - red, beginning progress toward standards - red). Teachers will be able to enter data into their monitoring forms while their students participate in a foundation-funded enrichment class. The principal will also be able to meet with teachers during that time, with a goal of meeting once each trimester. Teachers will be asked to discuss observed patterns and trends related to student achievement, as well as students who are not yet meeting grade-level standards and/or not making progress in their learning. Together, the teacher and principal will discuss ideas to accelerate student achievement, as well as other possible next steps.

In addition to implementing strategies to support our student's academic achievement, we will also continue to focus on attendance, as it is a critical factor in students' success at school. The most recent data from the California Dashboard indicate that chronic absenteeism is an area we must target. In addition to the California Dashboard data, the poor attendance rates from the 2021-2022 school year confirm that a focus on attendance is not only necessary but critical. Our overall attendance rate dropped by almost five percentage points, from 98.38% to 93.63%. Our chronic absenteeism rate increased by over 15 percentage points, from 2.8% to 18.7%, and students in every group experienced increased, high rates of chronic absenteeism.

In order to increase our overall attendance rates and reduce the rates of chronic absenteeism at La Jolla Elementary School, we will engage in monitoring attendance through a collaborative team approach to support students and families. Depending on the student's needs and our staff members' relationships with families, the school clerk, counselor, education specialist, nurse, and/or principal will reach out to the parents/guardians of students with high rates of absenteeism to inquire about the reason for the student's absences, create an action plan to improve their attendance, and determine whether the family requires any resources or supports. We will also continue to work on fostering a positive school climate that supports students' social and emotional needs and well-being, which will help to support improved rates of attendance. We will reinstitute our weekly Friday school-wide assemblies. Not only is it a great way to bring our entire community of students, teachers, and families together, but we can utilize it as an opportunity for supporting and recognizing students' character strengths, as well as recognizing and rewarding students with our school-wide positive behavior system. Our school counselor will also support students' social, emotional, and academic needs via whole-group lessons, small-group support, and individual counseling.

Finally, we will aim to foster a warm, welcoming, responsive community for La Jolla Elementary School parents and families. Historically, our parents and families have been active participants in their children's education at home and through involvement in on-campus activities, events, and celebrations. The school closures and limit on visitors to campus over the past couple of years adversely impacted our school's relationships with our families. Despite our best efforts during the 2021-2022 school year, parents indicated that they felt disconnected from our school and what was occurring in their children's classrooms. Policies prohibited us to have non-essential visitors on campus, so parents didn't have the opportunity to visit our campus or their children's classrooms as they previously had been able to do. On the 2019 CSPS, 69% of parents indicated they strongly agreed that they felt welcome to participate at our school. In 2021, 43% of parents strongly agreed with that statement, and in 2022 only 30% strongly agreed. In addition, because parents couldn't have quick conversations with their children's teachers at arrival and dismissal, parents had to use other strategies, such as emails and phone calls to contact teachers and staff. Unfortunately, they didn't feel that our team was as responsive as we could have been. On the 2019 CSPS, 59% of parents indicated that they felt the school responded to their communication in a timely manner. In 2021, 56% of parents strongly agreed with that statement, and in 2022, only 52% agreed. Clearly, working on the goals of parents feeling welcome to participate at our school and receiving a response from our school in a timely manner is necessary. This year, we are excited to welcome parents back onto campus, and we aspire to make them feel connected and welcome at our school, and we aim to ensure that we are responsive to their communication with our staff.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Stephanie Hasselbrink	Principal
Susie Payne	Other School Representative
Katy Mitchell	Classroom Teacher
Valerie Butler	Classroom Teacher
Tonya Kepner	Classroom Teacher
Kelly Skommesa	Classroom Teacher
Andrea Kaplan Russell	Parent
Monique Monzon	Parent
Amelia Glaser	Parent
Myra Lopez	Parent
Tania Ginsberg- Jambou	Parent
Yang Liu	Parent



## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### *LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District*

#### 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.

Black Youth: Developing antiracist and restorative school communities.

#### District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

#### Annual Review of This Goal: SPSA Reviewed 2021-22

##### \*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

##### Implementation:

To increase overall attendance and reduce chronic absenteeism, one of our strategies 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 support for the family. Unfortunately, our plan was adversely impacted by the effects of the continued COVID-19 pandemic. Student absences increased due to state and district policies related to quarantining. In addition, families went on extended trips, as they had during the school closures, thus impacting our attendance rates. Despite the realities and challenges related to the pandemic, we did track overall attendance and students who had chronic absenteeism each month, and we reached out to families to inquire about their absences and offer support.

Another strategy to support attendance was to implement a strong social-emotional learning program for students through support from the school counselor via whole class lessons, small group support, and individual sessions, as well as through teachers and the principal implementing monthly character strengths. The counselor successfully taught at least five lessons in each of our TK through grade five classrooms, and she conducted individual sessions with students. Due to constraints related to time and scheduling, our counselor was unable to launch small group lessons to support

students. Finally, although teachers still implemented monthly character strength lessons, due to the lack of ability to hold our weekly whole-school assemblies, it was difficult for the principal to implement a school-wide approach to character strengths.

Effectiveness:

Overall, our plan was not effective at maintaining our overall attendance rate or our rates of chronic absenteeism for the 2021-2022 school year. We did not meet any of our goals, and in fact, our overall attendance rate dropped significantly, and our rates of chronic absenteeism increased significantly, schoolwide and across each of our student groups.

Our overall attendance rate dropped by almost five percentage points, from 98.38% to 93.63%. Our chronic absenteeism rate increased by over 15 percentage points, from 2.8% to 18.7%. Below are the goals and final rates of chronic absenteeism for each of our student groups:

- Students with Disabilities: goal - maintain rate of 5.6%, final rate - 30%
- English Learners/Multilingual Learners: goal - 8.1%, final rate - 25%
- Hispanic or Latino: goal - maintain rate of 2.7%, final rate - 27%
- Socioeconomically Disadvantaged: goal - maintain rate of 7.1%, final rate - 24%
- Black or African American: goal - maintain rate of 0%, cannot report final rate due to small size of the group

It's important to note that attendance rates improved dramatically during the 2020-2021 school year due to the school closures. As noted in last year's SPSA, the threshold for what "counted" as being present at school during that school year was much lower than "normal" times; students only had to log in to a Zoom session or submit an assignment to be marked "present." Of course, another factor that resulted in lower attendance rates was the continued pandemic, student illnesses, quarantine rules, etc. It was not entirely unexpected that rates declined drastically over the 2021-2022 school year. In addition to the changed definition of "present" and increased student absences due to illness, families also continued to enjoy the flexibility with schooling and travel they had during the period of the school closures. Many families went on vacations during school time, and although we offered contracts to make up their absences, many students did not successfully complete their work or submit it in a timely manner upon returning; thus, their absences contributed to our declining overall rate, as well as our increase in chronic absenteeism. A final factor that impacted our attendance rates relates to students with chronic health conditions. As noted in last year's SPSA, some of our students who had previously experienced higher rates of chronic absenteeism due to medical needs were able to attend school virtually during our school closures. Their improved attendance during virtual learning inflated the gains we made during the 2020-2021 school year, and their inability to attend upon returning in person contributed to our chronic absenteeism and lower rates of overall attendance.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There were some differences in the intended and actual implementation of our strategies to support Goal 1. To increase overall attendance and reduce chronic absenteeism, one of our strategies 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 support for the family. As described in the section above, our plan

was adversely impacted by the effects of the continued COVID-19 pandemic. Student absences increased due to state and district policies related to illness, isolating, and quarantining. In addition, families opted to take extended trips, as they had during the school closures, thus negatively impacting our attendance rates. In addition, due to constraints related to time and scheduling, our counselor was unable to launch small group lessons to support students. Finally, although teachers still implemented monthly character strength lessons, due to the lack of ability to hold our weekly whole-school assemblies, it was difficult for the principal to implement a school-wide approach to character strengths.

Expenditures: There were no differences in the budgeted versus actual expenditures to support LCAP 1.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to target our goals of achieving higher rates of overall attendance and lower rates of chronic absenteeism for the 2022-2023 school year. In contrast to the past couple of years, this year our counselor will be able to implement small group interventions, and we will also be able to hold weekly schoolwide assemblies for our entire community, including students, parents, and staff, which will support student's social/emotional learning and encourage improved attendance.

**\*Identified Need**

Attendance is a critical factor in student success.

On the 2019 California Dashboard, La Jolla Elementary is coded orange for chronic absenteeism, which refers to students who were absent for 10 percent or more of the instructional days they were enrolled. Note that 2019 is the most recent year for which the CA Dashboard has data, as state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard due to the pandemic. Therefore, we will continue to focus on achieving higher rates of overall attendance and lower levels of chronic absenteeism for the 2022-2023 school year.

In addition to the California Dashboard data, the poor attendance rates from the 2021-2022 school year confirm that a focus on attendance is not only necessary but critical. Our overall attendance rate dropped by almost five percentage points, from 98.38% to 93.63%. Our chronic absenteeism rate increased by over 15 percentage points, from 2.8% to 18.7%. Below are the goals and final rates of chronic absenteeism for each of our student groups:

- Students with Disabilities: goal - maintain the rate of 5.6%, final rate - 30%
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- Black or African American: goal - maintain rate of 0%, cannot report final rate due to small size of the group

<b>*Goal 1 - Safe, Collaborative and Inclusive Culture</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	UTK-5	Decrease chronic absenteeism	18.7%	9.35%	Attendance	monthly	
June 2023	UTK-5	Increase overall student attendance	93.63%	96%	Attendance	Monthly	
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	UTK-5	Students with Disabilities	Decrease chronic absenteeism	30%	15%	Chronic Absenteeism	tri-annually
June 2023	UTK-5	English Learner	Decrease chronic absenteeism	25%	12.5%	Chronic Absenteeism	tri-annually
June 2023	UTK-5	Hispanic or Latino	Decrease chronic absenteeism	22%	11%	Chronic Absenteeism	tri-annually
June 2023	UTK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	24%	12%	Chronic Absenteeism	tri-annually
June 2023	UTK-5	Black or African American	Decrease chronic absenteeism	baseline	25%	Chronic Absenteeism	tri-annually
<b>Supporting Black Youth - Additional Goals</b>							
<p>✓ 1. La Jolla Elementary School’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.</p> <p>✓ 2. The staff diversity goal at La Jolla Elementary School is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. La Jolla Elementary School’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)</p> <p>✓ 3. In the 2022-23 school year, La Jolla Elementary School will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.</p> <p>✓ 4. La Jolla Elementary School will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.</p> <p>✓ 5. La Jolla Elementary School’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.</p> <p>✓ 6. La Jolla Elementary School will intentionally engage parents, staff and community members identifying as Black/African American through</p>							

surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. La Jolla Elementary School will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

## **Strategy/Activity 1 - Monitoring and Supporting Attendance**

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

All Students

### **\*Strategy/Activity - Description**

In order to increase our overall attendance rates and decrease the rates of chronic absenteeism at La Jolla Elementary School, we will engage in monitoring attendance through a collaborative team approach. The school clerk will run monthly attendance reports via Power School to determine our overall attendance rate each month. In addition, the school clerk, counselor, and/or principals will use Hoonuit and Power School, two of our District's data managers/sources, to identify students with chronic absences and those who are in the "nearly chronic" category of attendance. Depending on the student's needs and our staff members' relationships with families, the school clerk, counselor, principal, education specialist, and/or nurse will reach out to the parents/guardians of students with high rates of absenteeism to inquire about the reason for the student's absences, create an action plan to improve their attendance, and determine whether the family requires any resources or supports.

## **Strategy/Activity 2 - Social Emotional Learning**

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

All Students

### **\*Strategy/Activity - Description**

La Jolla Elementary School staff will collaborate to foster a positive school climate that supports students' social and emotional needs and well-being, which will help to support higher rates of attendance.

We will continue to support students' character strengths. Teachers will introduce and teach character strengths via classroom lessons. In addition, character strengths will be reinforced through weekly school-side assemblies, and students will be recognized at the assemblies each Friday. In addition, the principal will communicate with parents via weekly emails, quarterly publications, and on the school website.

## La Jolla Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

At La Jolla Elementary, we will also implement a school-wide positive behavior system in which students will earn tickets for displaying expected behaviors. At each Friday's weekly assembly, several students' tickets will be drawn, students will be recognized for demonstrating expected behaviors, and the students who are selected can choose a prize from the office.

Our school counselor will also support students via whole-group lessons, small-group support, and individual counseling. Throughout the year, the counselor will teach monthly lessons in every classroom, which will address the following topics, as well as ones that arise as needs: self-awareness/self-control, integrity and personal responsibility, effective styles of communication and self-advocacy, empathy, and appreciation of diversity. The counselor will conduct a needs assessment to determine topics and individuals who would benefit from small group support. Individual counseling will be based on referrals from teachers and parents.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01699Q	Supplies		\$2,600.00	\$2,600.00	0169-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		supplies and materials to support the counselor's lessons, expected behavior rewards, etc.

**\*Additional Supports for this Strategy/Activity**

Empty space for additional supports									
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## *LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All*

### **Call to Action Belief Statements**

**ELA:** 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.

**Math:** 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.

**English Learners:** 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.

**Students with Disabilities: 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.

**Graduation/Promotion Rate:** 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

**Implementation:**

Our goals for the 2021-2022 school year were to increase the percentage of students who met and exceeded standards in English Language Arts and mathematics, including students with disabilities and our English/Multilingual Learners.

To achieve our goals, one of our strategies was to engage our educators in Professional Learning Communities (PLCs). We planned for each grade level team to meet their PLC for two hours every other week to develop, refine, implement, and analyze the effectiveness of their common yearlong curriculum and assessment plans. The plan was for teachers to teach the core curriculum to all students and then to use informal assessments, site-developed common assessments (e.g., end-of-unit math assessments), and District assessments (e.g., Fountas and Pinnell [TK-grade 2] and FAST reading assessment [grades 3-5]) to determine students' progress toward achieving standards. Then, teachers would review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. Each teacher also utilized a monitoring form to keep track of individual student performance and class data, which allowed them to identify students who were on track and those who were not yet meeting grade-level standards.

PLCs were also intended to provide teachers with an opportunity to meet with our education specialists 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 provided students who were not yet meeting grade-level standards with targeted small group interventions.

Unfortunately, we were unable to hold regular PLCs due to the continued effects of the pandemic. We had opted to participate in the District's PLC program in which our teachers would receive classroom coverage for two hours every other week. Due to staffing shortages, each grade level team was only able to meet six to seven times throughout the year, rather than every other week. Because teachers were only able to meet for PLCs several times during the year, their time was limited, and they were unable to regularly engage in the full PLC cycle of planning and implementing lessons, analyzing student data, and revising their approach and/or planning interventions. Many grade-level teams did, however, continue to meet informally before school, during lunch, and after school.

Another strategy to support students' achievement in English Language Arts and mathematics is monitoring student achievement through monitoring forms and meetings. Although teachers maintained monitoring forms, the principal was unable to meet with teachers as frequently as planned; we had intended to have three meetings per year, but due to pandemic-related staffing constraints and other factors, we were only able to have one monitoring



meeting in which teachers and the principal were able to discuss patterns and trends related to student achievement, ideas to accelerate students who were not making progress, and other next steps.

In addition to PLCs and monitoring, our third strategy to support students' achievement in English Language Arts and mathematics was to provide them with access to educational software/computer programs at school and at home. We offered students a variety of online programs, including BrainPop, Generation Genius, Learning Upgrade, Raz Kids (Learning A to Z), Starfall, and Scholastic News (print, in addition to online). Some students were intended for all students, whereas others were intended for students in need of additional intervention.

The strategies discussed above were intended to support all of our students, including our students with disabilities and our English/Multilingual Learners. We also employed additional strategies to support our English/Multilingual Learners. One of our strategies was to utilize our site-based resource teachers to implement best practices, curriculum, and experiences aimed at supporting students' language development through designated ELD and integrated ELD. We also planned to have resource teachers collaborate with classroom teachers in their PLCs. Resource teachers were able to implement a comprehensive program to support students' language needs; as discussed above, however, time to meet with classroom teachers in PLCs was limited.

#### Effectiveness:

Our goals for the 2021-2022 school year were generally to increase the percentage of students who met and exceeded standards in English Language Arts and mathematics, including students with disabilities (SWD), English/Multilingual Learners, and Black or African American students.

*ELA:* We tracked students' reading progress throughout the year via Fountas and Pinnell for students in kindergarten through second grade and the FAST for students in third through fifth grade. As a summative measure, we analyzed third to fifth-grade students' performance on the CAASPP/Smarter Balanced Assessments. Here are the results:

- Fountas and Pinnell – Overall, we did not meet our goals.

- Grade TK: goal – increase baseline by 5%, initial - 81%, final – 60%

- Grade K: goal – increase baseline by 5%, initial - 70%, final – 60%

- Grade 1: goal – increase baseline by 5%, initial - 63%, final – 81%

- Grade 2: goal – increase baseline by 5%, initial - 79%, final – 82%

- ELs TK-2: goal – increase baseline by 5%, initial - 47%, final – 17%

- SWD TK-2: goal – increase baseline by 5%, initial - 45%, final – 43%

- Black or African American: goal – increase baseline by 5%, initial& final – # of students in the group is too small to report publicly

- FAST – Overall, we were close to meeting our goals.

- Grade 3: goal – 96%, final – 98%

- Grade 4: goal – 92%, final – 93%

- Grade 5: goal – 93%, final – 91%

- ELs 3-5: goal – 100%, final – # of students in the group is too small to report publicly

- SWD 3-5: goal – 75%, final – 72%
- Black or African American: goal – increase baseline by 5%, final – # of students in the group is too small to report publicly

CAASPP/Smarter Balanced Assessments (SBA)– Overall, we were close to meeting our goals.

- Grade 3: goal –98%, final – 87%
- Grade 4: goal – 98%, final – 95%
- Grade 5: goal – 98%, final – 95%
- ELs 3-5: goal – 77%, final – # of students in the group is too small to report publicly
- SWD 3-5: goal –90%, final – 78%
- Black or African American: goal – 100%, final – # of students in the group is too small to report publicly

Although we fell short of our Fountas and Pinnell and FAST goals, overall, we did very well on our state testing.

*Math:* We planned to track students’ progress throughout the year via end-of-unit math assessments. As a summative measure, we analyzed third to fifth-grade students’ performance on the CAASPP/Smarter Balanced Assessments.

Unfortunately, teachers were unable to consistently report students’ end-of-unit math assessment progress, likely due to the lack of PLC time. As such, we were unable to determine the extent to which students met grade-level standards via that measure.

Here are the results for the CAASPP/SBA – overall, we were close to meeting our goal of 98%, with approximately 95% of our students' meeting/exceeding standards:

- Grade 3: goal –98%, final – 83%
- Grade 4: goal – 98%, final – 98%
- Grade 5: goal – 98%, final – 88%
- ELs 3-5: goal – 93%, final – # of students in the group is too small to report publicly
- SWD 3-5: goal –95%, final – 91%
- Black or African American: goal – 100%, final – # of students in the group is too small to report publicly

Although we were unable to determine the extent to which we met our goals on our end-of-unit math assessments, overall, we did very well on our state testing.

*English/Multilingual Learners:* The percentage of our English/Multilingual Learner students who met and exceeded standards in ELA and mathematics is reported above. In addition, we also aimed to maintain the percentage of eligible students who were reclassified at 100%. We met this goal, as all 11 of our eligible English/Multilingual Learners were reclassified during the 2021-2022 school year.

*Students with Disabilities:* The percentage of students who met and exceeded standards in ELA and mathematics is reported above. In addition, we also aimed to maintain the percentage of students who made goes on their IEPs at 100%. By the end of the year, we met this goal, as all our students with disabilities made progress on their goals during the 2021-2022 school year.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

PLCs: Unfortunately, we were unable to hold regular PLCs due to the continued effects of the pandemic. We had opted to participate in the District's PLC program in which our teachers would receive classroom coverage for two hours every other week. Due to staffing shortages, each grade level team was only able to meet six to seven times throughout the year, rather than every other week. Because teachers were only able to meet for PLCs several times during the year, their time was limited, and they were unable to regularly engage in the full PLC cycle of planning and implementing lessons, analyzing student data, and revising their approach and/or planning interventions. Many grade-level teams did, however, continue to meet informally before school, during lunch, and after school.

Monitoring: Although teachers maintained monitoring forms, the principal was unable to meet with teachers as frequently as planned; we had intended to have three meetings per year, but due to pandemic-related staffing constraints and other factors, we were only able to have one monitoring meeting in which teachers and the principal were able to discuss patterns and trends related to student achievement, ideas to accelerate students who were not making progress, and other next steps.

Educational Software/Computer Programs: In addition to PLCs and monitoring, our third strategy to support students' achievement in English Language Arts and mathematics was to provide them with access to educational software/computer programs at school and at home. We offered students a variety of online programs, including Brainpop, Generation Genius, Learning Upgrade, Raz Kids (Learning A to Z), Starfall, and Scholastic News (print, in addition to online). Some students were intended for all students, whereas others were intended for students in need of additional intervention.

Expenditures: There were no differences in the budgeted versus actual expenditures to support LCAP 2 & 3.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For the 2022-2023 school year, we have secured foundation funding to hire visiting teachers to cover teachers' classes for PLCs. Unfortunately, this strategy is still reliant upon healthy a healthy staffing situation. Our foundation has also funded an enrichment teacher, which will free teachers up to enter data on their monitoring forms and participate in monitoring meetings with the principal, so monitoring will not be reliant upon staffing or other previous pandemic-related challenges. We will continue to support students' literacy and mathematics achievement through computer-based programs, and we will also purchase some print-based programs.

When it comes to tracking students' progress, we will continue to utilize the same assessment measures as the previous school year.

### \*Identified Need - English Language Arts

Overall, our students did well on the most recent administration of the Smarter Balanced Assessment for ELA. Although we were proud that 93% of our students met or exceeded grade-level standards, we did fall short of our goal of 98% and our 2019 overall performance of 97%. When compared to other grade levels, our third-grade students demonstrated the most need, with only 87% of them meeting/exceeding standards. Our students with disabilities also fell below our average 93% performance, with only 78% of them meeting/exceeding standards. We were unable to report our English/Multilingual Learners and Black/African American students' results due to the small number of students in each group; however, results indicate that these groups are in need of additional intervention and support.

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK	Increase the percentage of students meeting and exceeding grade-level standards	baseline	increase by 5%	Fountas and Pinnell	annually
June 2023	K	Increase the percentage of students meeting and exceeding grade-level standards	60%	80%	Fountas and Pinnell	tri-annually
June 2023	1	Increase the percentage of students meeting and exceeding grade-level standards	81%	86%	Fountas and Pinnell	tri-annually
June 2023	2	Increase the percentage of students meeting and exceeding grade-level standards	82%	87%	Fountas and Pinnell	tri-annually
June 2023	3	Increase the percentage of students meeting and exceeding grade-level standards	98%	99%	FAST aReading	tri-annually
June 2023	4	Increase the percentage of students meeting and exceeding grade-level standards	93%	95%	FAST aReading	tri-annually
June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards	91%	93%	FAST aReading	tri-annually
June 2023	3	Increase the percentage of students meeting and exceeding grade-level standards	87%	92%	CAASPP ELA	annually
June 2023	4	Increase the percentage of students meeting and exceeding grade-level standards	95%	97%	CAASPP ELA	annually
June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards	95%	97%	CAASPP ELA	annually

## La Jolla Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	88%	93%	CAASPP ELA	annually
June 2023	3	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	baseline	67%	CAASPP ELA	annually
June 2023	3	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards	baseline	100%	CAASPP ELA	annually
June 2023	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	80%	85%	CAASPP ELA	annually
June 2023	4	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	baseline	50%	CAASPP ELA	annually
June 2023	4	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards	baseline	100%	CAASPP ELA	annually
June 2023	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	78%	83%	CAASPP ELA	annually
June 2023	5	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	baseline	75%	CAASPP ELA	annually

## La Jolla Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	5	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards	baseline	100%	CAASPP ELA	annually
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**\*Identified Need - Math**

Overall, our students did well on the most recent administration of the Smarter Balanced Assessment for mathematics. Although we were proud that 90% of our students met or exceeded grade-level standards, we did fall short of our goal of 98% and our 2019 overall performance of 95%. When compared to other grade levels, our third-grade students demonstrated the most need, with only 83% of them meeting/exceeding standards, and only 88% of our fifth graders' meeting/exceeding standards. Our students with disabilities actually performed 1% above our school average of 90% performance. We are unable to report our English/Multilingual Learners and Black/African American students' results due to the small number of students in each group; however, results indicate that students in the former group are in need of additional intervention and support.

**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK	Increase the percentage of students meeting and exceeding grade-level standards	baseline	increase by 5%	End of Unit Assessments	tri-annually
June 2023	K	Increase the percentage of students meeting and exceeding grade-level standards	baseline	increase by 5%	End of Unit Assessments	tri-annually
June 2023	1	Increase the percentage of students meeting and exceeding grade-level standards	baseline	increase by 5%	End of Unit Assessments	tri-annually
June 2023	2	Increase the percentage of students meeting and exceeding grade-level standards	baseline	increase by 5%	End of Unit Assessments	tri-annually
June 2023	3	Increase the percentage of students meeting and exceeding grade-level standards	baseline	increase by 5%	End of Unit Assessments	tri-annually
June 2023	4	Increase the percentage of students meeting and exceeding grade-level standards	baseline	increase by 5%	End of Unit Assessments	tri-annually
June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards	baseline	increase by 5%	End of Unit Assessments	tri-annually
June 2023	3	Increase the percentage of students meeting and exceeding grade-level standards	83%	88%	CAASPP Math	annually
June 2023	4	Maintain the percentage of students meeting and exceeding grade-level standards	98%	98%	CAASPP Math	annually

## La Jolla Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards	88%	93%	CAASPP Math	annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	88%	93%	CAASPP Math	annually
June 2023	3	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	baseline	100%	CAASPP Math	annually
June 2023	3	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards	baseline	100%	CAASPP Math	annually
June 2023	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	93%	95%	CAASPP Math	annually
June 2023	4	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	baseline	50%	CAASPP Math	annually
June 2023	4	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards	baseline	100%	CAASPP Math	annually
June 2023	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	89%	94%	CAASPP Math	annually

## La Jolla Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	5	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	baseline	75%	CAASPP Math	annually
June 2023	5	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards	baseline	100%	CAASPP Math	annually

### \*Identified Need - English Learners

On the 2019 California 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 was 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 was 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. For the 2021-2022 school year, our English Learner population was too small for reporting student performance on the ELA and mathematics CAASPP/SBA assessments.

Looking at Chronic Absenteeism on the 2019 California Dashboard, 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 California Dashboard, we also reviewed the English Learner Progress Indicator. Unfortunately, with fewer than 11 students included in the group at the time, data cannot be displayed in order to maintain privacy.

All of our 11 eligible students in 2021-2022 were reclassified.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	Maintain the percentage of eligible students who are reclassified	100%	100%	Reclassification Rates	annually

### \*Identified Need - Graduation/Promotion Rate

During the 2022 administration of the SBA, 95% of our fifth-grade students met and exceeded grade-level standards in English Language Arts, compared to our goal of 98%. Seventy-eight percent of our students with disabilities met/exceeded standards. Our English/Multilingual Learner and Black/African American groups were too small for data reporting.



<b>*Goal 5- Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards	95%	97%	CAASPP ELA	annually	
June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards	91%	93%	FAST aReading	tri-annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	78%	83%	CAASPP ELA	annually
June 2023	5	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	baseline	100%	CAASPP ELA	annually
June 2023	5	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards	baseline	100%	CAASPP ELA	annually
<b>Goals 2&amp;3 – ELA/Math</b>							
<b>*Students to be served by this Strategy/Activity</b>							
All Students, including Unduplicated Students and Students with Disabilities							
<b>*Strategy/Activity - Description</b>							
<p>Strategy/Activity 1: Professional Learning Communities</p> <p>To achieve our goals, grade-level teams will meet in Professional Learning Communities (PLCs) for two hours every other week to develop, refine, implement, and analyze the effectiveness of their common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and then use informal assessments, site-developed common assessments (e.g., end-of-unit math assessments), and District assessments (e.g., Fountas and Pinnell [TK-grade 2] and FAST reading assessment [grades 3-5]) to determine students' progress toward achieving standards. Then, teachers</p>							

will review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. During their PLC time, classroom teachers will be able to meet with our education specialists and resource teachers to coordinate their programs to best support our students with disabilities and English/Multilingual Learners. They will analyze student data and discuss students' progress toward grade-level standards, their IEP goals, and with their language development. Teachers and specialists will also be able to engage in co-planning and developing targeted interventions to support their students.

**Strategy/Activity 2: Computer Programs & Print Subscriptions**

Although our Unduplicated Pupil percentage is fairly 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 support. While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. Students will have access to print subscriptions of educational programs (e.g., Scholastic News) and computer programs that they can use during the school day and at home to support their progress toward meeting and exceeding standards in English Language Arts and mathematics, as well as students' English language development.

**Strategy/Activity 3: Monitoring Student Achievement**

Teachers will maintain monitoring forms that will enable them to capture, analyze, and track students' progress toward ELA and mathematics standards, including students who belong to historically underperforming groups. The principal will create and set up the monitoring forms for teaching, including color coding that indicates students' performance levels on various assessment measures (e.g., exceeding standards - blue, meeting standards - green, approaching standards - red, beginning progress toward standards - red). Teachers will be able to enter data into their monitoring forms while their students participate in a foundation-funded enrichment class. The principal will also be able to meet with teachers during that time, with a goal of meeting once each trimester. Teachers will be asked to discuss observed patterns and trends related to student achievement, as well as students who are not yet meeting grade-level standards and/or not making progress in their learning. Together, the teacher and principal will discuss ideas to accelerate student achievement, as well as other possible next steps.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N016961	Supplies		\$110.00	\$110.00	0169-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Workbooks/materials to support students' achievement in ELA and Mathematics, as well as with their English language development.
N01699R	Software License		\$8,000.00	\$8,000.00	0169-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Computer programs and print subscriptions to support students' achievement in ELA and Mathematics, as well as with their English language development.

**\*Additional Supports for this Strategy/Activity**

School Foundation funds

**Goal 4 - English/Multilingual Learners**

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

All Students, including English/Multilingual Learners

**\*Strategy/Activity - Description**

**Strategy/Activity 1: Professional Learning Communities**

To achieve our goal of maintaining our reclassification rate of 100% of eligible English/Multilingual Learners, our grade-level teams will meet in Professional Learning Communities (PLCs) for two hours every other week to develop, refine, implement, and analyze the effectiveness of their common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and then use informal assessments, site-developed common assessments (e.g., end-of-unit math assessments), and District assessments (e.g., Fountas and Pinnell [TK-grade 2] and FAST reading assessment [grades 3-5]) to determine students' progress toward achieving standards and with their English language development. Then, teachers will review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. During their PLC time, classroom teachers will be able to meet with our resource teachers to coordinate their programs to best support our English/Multilingual Learners. They will analyze student data, discuss students' progress with their language development, and they will engage in co-planning and developing targeted interventions to support their students.

**Strategy/Activity 2: Computer Programs & Print Subscriptions**

Although our Unduplicated Pupil percentage is fairly 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 support. While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. Students will have access to print subscriptions of educational programs (e.g., Scholastic News) and computer programs that they can use during the school day and at home to support their progress toward meeting and exceeding standards in English Language Arts and mathematics, as well as students' English language development.

**Strategy/Activity 3: Monitoring Student Achievement**

Teachers will maintain monitoring forms that will enable them to capture, analyze, and track students' progress toward ELA and mathematics standards, including students who belong to historically underperforming groups. The principal will create and set up the monitoring forms for teaching, including color coding that indicates students' performance levels on various assessment measures (e.g., exceeding standards - blue, meeting standards - green, approaching standards - red, beginning progress toward standards - red). Teachers will be able to enter data into their monitoring forms while their students participate in a foundation-funded enrichment class. The principal will also be able to meet with teachers during that time, with a goal of meeting once each trimester. Teachers will be asked to discuss observed patterns and trends related to student achievement, as well as students who are

not yet meeting grade-level standards and/or not making progress in their learning. Together, the teacher and principal will discuss ideas to accelerate student achievement, as well as other possible next steps.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary 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, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N01699R	Computer programs and print subscriptions to support students' achievement in ELA and Mathematics, as well as with their English language development.

**\*Additional Supports for this Strategy/Activity**

School Foundation funds

**Goal 5 - Graduation/Promotion Rate**

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

All Students, including students in Grade 5

**\*Strategy/Activity - Description**

Strategy/Activity 1: Professional Learning Communities

To achieve our goals, the fifth-grade team will meet in Professional Learning Communities (PLCs) for two hours every other week to develop, refine, implement, and analyze the effectiveness of their common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and then use informal assessments, site-developed common assessments (e.g., end-of-unit math assessments), and District assessments (e.g., FAST reading assessment) to determine students' progress toward achieving standards. Then, teachers will review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. During their PLC time, classroom teachers will be able to meet with our education specialists and resource teachers to coordinate their programs to best support our students with disabilities and English/Multilingual Learners. They will analyze student data and discuss students' progress toward grade-level standards, their IEP goals, and with their language development. Teachers and specialists will also be able to engage in co-planning and developing targeted interventions to support their students.

**Strategy/Activity 2: Computer Programs & Print Subscriptions**

Although our Unduplicated Pupil percentage is fairly 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 support. While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. Students will have access to print subscriptions of educational programs (e.g., Scholastic News) and computer programs that they can use during the school day and at home to support their progress toward meeting and exceeding standards in English Language Arts and mathematics, as well as students' English language development.

**Strategy/Activity 3: Monitoring Student Achievement**

Teachers will maintain monitoring forms that will enable them to capture, analyze, and track students' progress toward ELA and mathematics standards, including students who belong to historically underperforming groups. The principal will create and set up the monitoring forms for teaching, including color coding that indicates students' performance levels on various assessment measures (e.g., exceeding standards - blue, meeting standards - green, approaching standards - red, beginning progress toward standards - red). Teachers will be able to enter data into their monitoring forms while their students participate in a foundation-funded enrichment class. The principal will also be able to meet with teachers during that time, with a goal of meeting once each trimester. Teachers will be asked to discuss observed patterns and trends related to student achievement, as well as students who are not yet meeting grade-level standards and/or not making progress in their learning. Together, the teacher and principal will discuss ideas to accelerate student achievement, as well as other possible next steps.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary 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, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N01699R	Computer programs and print subscriptions to support students' achievement in ELA and Mathematics, as well as with their English language development.

**\*Additional Supports for this Strategy/Activity**

School Foundation funds

**Students With Disabilities****\*Students to be served by this Strategy/Activity**

All Students, including Students with Disabilities

**\*Strategy/Activity - Description**

Strategy/Activity 1: Professional Learning Communities

To achieve our goals for students with disabilities, grade-level teams will meet in Professional Learning Communities (PLCs) for two hours every other week to develop, refine, implement, and analyze the effectiveness of their common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and then use informal assessments, site-developed common assessments (e.g., end-of-unit math assessments), and District assessments (e.g., Fountas and Pinnell [TK-grade 2] and FAST reading assessment [grades 3-5]) to determine students' progress toward achieving standards. Then, teachers will review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. During their PLC time, classroom teachers will be able to meet with our education specialists and resource teachers to coordinate their programs to best support our students with disabilities. They will analyze student data and discuss students' progress toward grade-level standards and their IEP goals. Teachers and specialists will also be able to engage in co-planning and developing targeted interventions to support their students.

Strategy/Activity 2: Computer Programs & Print Subscriptions.

While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. Students with disabilities will have access to print subscriptions of educational programs (e.g., Scholastic News) and computer programs that they can use during the school day and at home to support their progress toward meeting and exceeding standards in English Language Arts and mathematics, as well as on their IEP goals.

Strategy/Activity 3: Monitoring Student Achievement.

Teachers will maintain monitoring forms that will enable them to capture, analyze, and track students' progress toward ELA and mathematics standards, including students who belong to historically underperforming groups. The principal will create and set up the monitoring forms for teaching, including color coding that indicates students' performance levels on various assessment measures (e.g., exceeding standards - blue, meeting standards - green, approaching standards - red, beginning progress toward standards - red). Teachers will be able to enter data into their monitoring forms while their students participate in a foundation-funded enrichment class. The principal will also be able to meet with teachers during that time, with a goal of meeting once each trimester. Teachers will be asked to discuss observed patterns and trends related to student achievement, as well as students who are not yet meeting grade-level standards and/or not making progress in their learning. Together, the teacher and principal will discuss ideas to accelerate student achievement, as well as other possible next steps.

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Software License				0169-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N01699R	Computer programs and print subscriptions to support students' achievement in ELA and Mathematics and on their IEP goals
<b>*Additional Supports for this Strategy/Activity</b>									
School Foundation funds									
<b>Black Youth/African American Students</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All Students, including Black Youth/African American Students									
<b>*Strategy/Activity - Description</b>									
<p><b>Strategy/Activity 1: Professional Learning Communities</b></p> <p>To achieve our goals for our Black Youth/African American Students, grade-level teams will meet in Professional Learning Communities (PLCs) for two hours every other week to develop, refine, implement, and analyze the effectiveness of their common yearlong curriculum and assessment plans. Teachers will teach the core curriculum to all students and then use informal assessments, site-developed common assessments (e.g., end-of-unit math assessments), and District assessments (e.g., Fountas and Pinnell [TK-grade 2] and FAST reading assessment [grades 3-5]) to determine students' progress toward achieving standards. Then, teachers will review student data, plan interventions and next steps, and develop and select appropriate ongoing assessment techniques. During their PLC time, classroom teachers will be able to meet with our education specialists and resource teachers to coordinate their programs to best support any of our Black Youth/African American students they are serving together. They will analyze student data and discuss students' progress toward grade-level standards. Teachers and specialists will also be able to engage in co-planning and developing targeted interventions to support their students.</p> <p><b>Strategy/Activity 2: Computer Programs &amp; Print Subscriptions</b></p> <p>While these supports are for the primary benefit of our unduplicated students, all students will benefit from them. Black Youth/African American students will have access to print subscriptions of educational programs (e.g., Scholastic News) and computer programs that they can use during the school day and at home to support their progress toward meeting and exceeding standards in English Language Arts and mathematics.</p>									

**Strategy/Activity 3: Monitoring Student Achievement**

Teachers will maintain monitoring forms that will enable them to capture, analyze, and track students' progress toward ELA and mathematics standards, including students who belong to historically underperforming groups. The principal will create and set up the monitoring forms for teaching, including color coding that indicates students' performance levels on various assessment measures (e.g., exceeding standards - blue, meeting standards - green, approaching standards - red, beginning progress toward standards - red). Teachers will be able to enter data into their monitoring forms while their students participate in a foundation-funded enrichment class. The principal will also be able to meet with teachers during that time, with a goal of meeting once each trimester. Teachers will be asked to discuss observed patterns and trends related to student achievement, as well as students who are not yet meeting grade-level standards and/or not making progress in their learning. Together, the teacher and principal will discuss ideas to accelerate student achievement, as well as other possible next steps.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary 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, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N01699R	Computer programs and print subscriptions to support students' achievement in ELA and Mathematics.

**\*Additional Supports for this Strategy/Activity**

School Foundation funds



***LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools***

**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 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Implementation:

During the 2021-2022 school year, our goals were to increase the percentages of parents who strongly agreed that they felt welcome to participate at our school and those who strongly agreed that the school responded promptly to their phone calls, messages, and/or emails. To ensure that families felt welcome to participate, we planned to implement two Family Involvement Weeks. We aimed to implement a proactive approach to parent communication to ensure parents felt that we were responsive.

As planned, we offered two Family Involvement Weeks - one in the fall and a second in the spring. Each grade level team selected an area of focus and how they wished to interact with families. Because COVID policies allowed us only to have essential visitors on campus, we knew that we would be unable to invite parents to come onto campus physically. As such, teachers sent information and materials to parents in a variety of ways, including paper packets, emails, online platforms (e.g., Google Classroom, Class Dojo, Instagram), and live streaming. Many teachers also shared videos and photographs of children engaging in activities in their classrooms. In addition to the Family Involvement Week activities, we also strove to ensure that we took a proactive approach to communicating with families and being responsive to parents' requests for communication. The principal shared the goal with staff members at meetings and in the weekly "Bulletin," and she shared the goal with families at parent meetings and via ongoing parent communication. The principal

Effectiveness:

We did not meet our goals for the 2021-2022 school year, which were to increase the percentage of all parents who strongly agreed that they felt welcome to participate at our school and those who strongly agreed that the school responded promptly to their phone calls, messages, and/or emails.

## La Jolla Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

To gauge our parents' perspectives, we administered site-based surveys twice during the 2021-2022 school year; in the fall, only 26 parents responded, and in the spring 92 parents responded. The California School Parent Survey (CSPS) was administered to parents in the Spring of 2022, and 124 parents participated. Below are the percentage of parents who strongly agreed with statements reflecting our goals:

- Parents strongly agree that they feel welcome to participate at our school: goal - 53%, fall school survey - 35%, spring school survey - 66%, CSPS survey 30%

- Parents strongly agree that the school responded promptly to their phone calls, messages, and/or emails: goal - 66%, fall school survey - 50%, spring school survey - 66%, CSPS survey 52%

We were disappointed with the lack of response to our initial fall site-based survey, as we only had 26 participants. The SSC discussed several strategies for increasing participation rates, such as having teachers email the survey link out and utilizing paper copies. Because of the substantial increase in the participation rate for the spring (92 participants), we didn't need to send home paper copies.

The spring survey indicated that we met or exceeded both of our goals, with 66% of respondents strongly agreeing that we welcomed participation (goal: 53%) and responded to parent communication (goal: 66%). Approximately one week after our site-based survey closed, we administered the CSPS with 124 respondents. Although we had made a diligent effort to communicate about and implement strategies that met our goals, and our site-based survey indicated that we were on track to meet our goals, we fell far short of our goals on the CSPS. Only 30% of respondents strongly agreed that we welcomed participation (goal: 53%), and 52% of respondents strongly agreed that we responded to parent communication (goal: 66%). Because the questions were worded in the same manner and the surveys were administered closely together, we weren't able to understand the reason for the discrepancy between the results.

If we hadn't had such positive spring site-based survey results, the lack of meeting our goals would have been understandable due to the continued effects of the pandemic. We were unable to have parents on campus this year due to the COVID-related health and safety guidelines around visitors on campus, which may have made many parents feel unwelcome to participate at our school and that they were disconnected from communication.

### **\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There were no major differences to the implementation or expenditures for either strategy used to support family involvement.

### **\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

## La Jolla Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Based on the feedback from many parents and teachers, including those who are involved in our School Site Council, PTO, and Foundation, as well as observations and staff members' experiences, we didn't feel it was necessary to make changes to our family engagement goals or the strategies used to achieve them. This year, we are able to have parents on our physical campus, parents are eager to participate and be involved, and teachers are excited to have parents back on campus and in their classrooms. As such, we felt it was important to maintain our goals and strategies, so we could see how parents felt about being welcome to participate and how we responded to their communication during more "normal" times.

### \*Identified Need

Despite our best efforts last year, parents indicated that they felt disconnected from our school and what was occurring in their children's classrooms, as well as not being responded to as efficiently as possible. As such, we need to continue to focus on our goals from last year. Historically, the parents and families at La Jolla Elementary School have been active participants in their children's education at home and through involvement in on-campus activities, events, and celebrations. The school closures and limit on visitors to campus over the past couple of years adversely impacted our school's relationships with our families. This year, we are excited to welcome parents back on campus this year, and we aspire to make them feel connected, valued, and responded to.

On the 2019 CSPA, 69% of parents indicated they strongly agreed that they felt welcome to participate at our school. In 2021, 43% of parents strongly agreed with that statement, and in 2022 only 30% strongly agreed. On the 2019 CSPA, 59% of parents indicated that they felt the school responded to their communication in a timely manner. In 2021, 56% of parents strongly agreed with that statement, and in 2022, only 52% agreed. Clearly, working on the goals of parents feeling welcome to participate at our school and receiving a response from our school in a timely manner is necessary.

### \*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of all parents who strongly agree that they feel welcome to participate at this school	30%	50%	CAL - SCHLS (CSPA)
June 2023	Other (Describe in Objective)	Increase the percentage of all parents who strongly agree that the school responds promptly to phone calls, messages, and/or emails.	52%	62%	CAL - SCHLS (CSPA)

<b>*Annual Measurable Outcomes</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2023	Other (Describe in Objective)	Increase the percentage of all parents who strongly agree that they feel welcome to participate at this school through site-developed surveys	66%	76%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of all parents who strongly agree that the school responds promptly to phone calls, messages, and/or emails.	66%	76%	Other - Describe in Objective

### **Strategy/Activity 1: Family Involvement Weeks**

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

All Families

#### **\*Strategy/Activity - Description**

La Jolla Elementary School will offer a Family Involvement Week twice during the 2022-2023 school year, once in the fall and once in the spring. Each grade level team will select a content area to focus on, and we will invite families to visit the classrooms to learn about the content area(s), the curriculum, etc.

Each grade level will select an academic focus (e.g., math, writing, reading), and they will send materials and information home to families, either physically or virtually. Families will have the opportunity to engage in math games, watch class presentations, and participate in other activities that teachers offer. Teachers will also provide parents with images of their classrooms via photographs and/or video.

### **Strategy/Activity 2: Parent/Family Communication**

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

All Families

#### **\*Strategy/Activity - Description**

All staff members will work to ensure a proactive approach to communicating with families and being responsive to parents' requests for communication. Via email communication, the principal will share this goal with families, and via communication with staff members at meetings and in the weekly "Bulletin," the principal will share and discuss this goal with staff members. We will establish expectations of ongoing active communication from the principal and teachers, and we will target a timeline of 24 hours to respond to all parent-initiated communication, even if it's to let them know that we received their message and will respond soon.

## **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)	\$ 10,710

## 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): \$ 0

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)	\$ 10,710
[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): \$ 10,710

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 10,710

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
La Jolla Elementary	09800 LCFF Intervention Support	(blank)	4301 Supplies	Supplies	0	\$2,710.00
La Jolla Elementary			5841 Software License	Software License	0	\$8,000.00
La Jolla Elementary		(blank) Total			0	\$10,710.00
La Jolla Elementary	09800 LCFF Intervention Support Total				0	\$10,710.00



**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Strategic Planning for Student Achievement Department**

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***La Jolla Elementary School***  
**PARENT & FAMILY ENGAGEMENT POLICY 2022-2023**

***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. We also have a parent volunteer meeting the first couple weeks of the school year, and information is communicated through emails. Finally, meeting agendas and minutes are posted on the school website and communicated via email.

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

Many school meetings are held at times that are convenient for parents, and some meetings are held via Zoom for ease of participation. The principal holds meetings for different grade levels, special programs (e.g., GATE), and general informational meetings or Principal Chats/ "Office Hours." We also offer parent workshops in the mornings and/or 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 that communicates school, PTO, and foundation information, as well as a weekly email from the principal, all of which include important information and upcoming events. In the weekly emails, the principal and groups share minutes and/or important 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 that communicates school, PTO, and foundation information, as well as a weekly email from the principal, all of which include important information and upcoming events. In the weekly emails, the principal and groups share minutes and/or important information from all of the school's meetings. Teachers also inform parents about 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, provide examples of student work that meets grade level standards, and give parents information about how to support their children at home.

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 Curriculum Weeks, 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 students who are already meeting standards 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 groups/committees. Our staff believes that parents are an integral part of the team and that they are 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 parent 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. During non-pandemic times, families are welcomed on campus, encouraged to spend time in their children's classrooms as volunteers and for special opportunities, such as Family Curriculum Weeks, and presentations/showcases 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 20, 2022 and will be in effect for the period of the 2022-2023 school year.

The school will distribute the policy to all parents of students on, or before: October 31, 2022

Stephanie Hasselbrink



September 20, 2022

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**School-Parent Compact  
La Jolla Elementary School  
2022-2023**

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following:

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

La Jolla Elementary school provides a high-quality education to our students, including rigorous curriculum (e.g., Everyday Math, Critical Seminars in Literacy). We have experienced teachers who implement effective teaching strategies within safe, collaborative, inclusive environments.

Parents and family volunteers are an integral part of the school community. They are 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). At La Jolla Elementary School, we also encourage parents and family members to volunteer in their children's classrooms, in various activities/events across our campus, and to chaperone on field trips. Volunteers 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.. We also invite parents to visit classroom activities, events, celebrations, performances, presentations, and our two Parent Involvement Weeks.

La Jolla Elementary offers all of the above information via email communication and by way of our Parent Handbook, which is posted on our school's website.

Teachers provide parents with report cards in November, March, and June. In November, all parents are invited to report card conferences to learn about their child's performance in relation to the standards. Parents are encouraged to ask questions, and if needed, teachers provide them with examples of grade level work and additional resources to meet grade level standards. If students are not yet meeting grade level academic standards in the spring, parents are invited to attend another report card conference. All parents have the option of attending, if they would like to meet with the teacher. In addition, parents can request an additional conference whenever needed.

Parents can communicate with teachers and staff via District email. Teacher and staff email addresses are published on the school website and in the school directory. Parents can also call the school and leave a message with the office staff.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.

In November, all parents are invited to report card conferences to learn about their child's performance in relation to the standards and to discuss their child's report card. Parents are encouraged to ask questions, and if needed, teachers provide them with examples of grade level work and additional resources to meet grade level standards. If students are not yet meeting grade level academic standards in the spring, parents are invited to attend another report card conference. All parents have the option of attending, if they would like to meet with the teacher. In addition, parents can request an additional conference whenever needed.

2. Frequent reports to parents on their children's progress.

Teachers routinely communicate with children's parents about their progress. They send home weekly or monthly communication/progress reports and students' assessments and assignments. In addition, teachers communicate any concerns with parents via email and/or phone. Parents can communicate with teachers and staff via District email. Teacher and staff email addresses are published on the school website and in the school directory. Parents can also call the school and leave a message with the office staff.



3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Parents and family volunteers are an integral part of the school community. They are 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). At La Jolla Elementary School, we also encourage parents and family members to volunteer in their children's classrooms, in various activities/events across our campus, and to chaperone on field trips. Volunteers 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.. We also invite parents to visit classroom activities, events, celebrations, performances, presentations, and our two Parent Involvement Weeks.

Parents can communicate with teachers and staff via District email. Teacher and staff email addresses are published on the school website and in the school directory. Parents can also call the school and leave a message with the office staff.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

*[Briefly describe or list the activities the school will implement to address this requirement.]*

Family members and school staff have many opportunities to communicate with each other. Our front office is open during the school day, as well as before and after school, and our office team is available to speak with families during that time. All of our school staff members' email addresses are available on our school website and school directory, and staff members respond to their emails in a timely manner. Families can request information in a different language, if needed, and the office will provide it if possible.

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes

from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	319	94.4	299	95.3	276	98.2	300	97.3	226	92.5	-1.9	-4.8	323	94.7	305	94.8	276	97.5	298	95.3	228	89.9	-4.8	-5.4
Female	146	97.9	131	96.9	115	99.1	139	97.1	104	93.3	-4.6	-3.8	147	95.9	134	94.8	115	98.3	138	93.5	105	84.8	-11.1	-8.7
Male	173	91.3	168	94.0	161	97.5	161	97.5	122	91.8	0.5	-5.7	176	93.8	171	94.7	161	96.9	160	96.9	123	94.3	0.5	-2.6
African American	5	-	3	-	2	-	1	-	1	-	-	-	5	-	3	-	2	-	1	-	1	-	-	-
Asian	29	100.0	27	96.3	25	100.0	23	100.0	27	96.3	-3.7	-3.7	30	100.0	27	100.0	25	100.0	23	95.7	27	100.0	0.0	4.3
Filipino	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Hispanic	43	90.7	36	97.2	39	100.0	37	83.8	30	96.7	6.0	12.9	44	93.2	40	95.0	39	97.4	35	94.3	31	83.9	-9.3	-10.4
Native American	2	-	2	-	2	-	2	-	0	-	-	-	2	-	2	-	2	-	2	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	206	94.2	199	95.0	181	97.2	210	99.0	141	90.8	-3.4	-8.2	208	95.2	201	94.5	181	96.7	208	95.2	142	88.7	-6.5	-6.5
Multiracial	30	100.0	30	96.7	25	100.0	27	100.0	26	96.2	-3.8	-3.8	30	100.0	30	96.7	25	100.0	29	96.6	26	92.3	-7.7	-4.3
English Learner	7	-	6	-	5	-	4	-	2	-	-	-	11	72.7	12	75.0	5	-	5	-	4	-	-	-
English-Speaking	312	94.9	293	96.2	271	98.2	296	98.0	224	92.9	-2.0	-5.1	312	95.5	293	95.6	271	97.4	293	95.6	224	90.6	-4.9	-5.0
Reclassified†	21	100.0	20	100.0	14	100.0	15	100.0	11	100.0	0.0	0.0	21	95.2	20	90.0	14	100.0	15	100.0	11	100.0	4.8	0.0
Initially Eng. Speaking	291	94.5	273	96.0	257	98.1	281	97.9	213	92.5	-2.0	-5.4	291	95.5	273	96.0	257	97.3	278	95.3	213	90.1	-5.4	-5.2
Econ. Disadv.*	36	88.9	35	94.3	33	97.0	40	97.5	26	88.5	-0.4	-9.0	36	86.1	36	88.9	33	93.9	40	97.5	26	84.6	-1.5	-12.9
Non-Econ. Disadv.	283	95.1	264	95.5	243	98.4	260	97.3	200	93.0	-2.1	-4.3	287	95.8	269	95.5	243	97.9	258	95.0	202	90.6	-5.2	-4.4
Gifted	173	99.4	149	100.0	98	100.0	130	98.5	64	100.0	0.6	1.5	173	100.0	150	100.0	98	99.0	131	98.5	64	100.0	0.0	1.5
Not Gifted	146	88.4	150	90.7	178	97.2	170	96.5	162	89.5	1.1	-7.0	150	88.7	155	89.7	178	96.6	167	92.8	164	86.0	-2.7	-6.8
With Disabilities	39	66.7	36	75.0	34	88.2	33	81.8	27	81.5	14.8	-0.3	39	74.4	36	75.0	34	82.4	29	86.2	27	92.6	18.2	6.4
WO Disabilities	280	98.2	263	98.1	242	99.6	267	99.3	199	94.0	-4.2	-5.3	284	97.5	269	97.4	242	99.6	269	96.3	201	89.6	-7.9	-6.7
Homeless	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Foster	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Military	2	-	2	-	1	-	2	-	1	-	-	-	2	-	2	-	1	-	3	-	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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	90	96.7	87	97.7	93	96.8	0	-	69	87.0	-9.7	-	91	97.8	90	98.9	93	96.8	93	98.9	70	82.9	-14.9	-16.0
<b>Female</b>	35	94.3	41	97.6	44	97.7	0	-	34	85.3	-9.0	-	35	97.1	42	97.6	44	95.5	44	100.0	35	74.3	-22.8	-25.7
<b>Male</b>	55	98.2	46	97.8	49	95.9	0	-	35	88.6	-9.6	-	56	98.2	48	100.0	49	98.0	49	98.0	35	91.4	-6.8	-6.6
<b>African American</b>	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
<b>Asian</b>	9	-	9	-	9	-	0	-	9	-	-	-	10	100.0	9	-	9	-	5	-	9	-	-	-
<b>Filipino</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Hispanic</b>	15	86.7	8	-	14	100.0	0	-	9	-	-	-	15	93.3	10	100.0	14	92.9	11	90.9	9	-	-	-
<b>Native American</b>	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	52	98.1	59	100.0	63	95.2	0	-	45	84.4	-13.7	-	52	98.1	60	100.0	63	96.8	61	100.0	46	80.4	-17.7	-19.6
<b>Multiracial</b>	10	100.0	10	90.0	7	-	0	-	6	-	-	-	10	100.0	10	90.0	7	-	14	100.0	6	-	-	-
<b>English Learner</b>	5	-	2	-	2	-	0	-	1	-	-	-	6	-	5	-	2	-	2	-	2	-	-	-
<b>English-Speaking</b>	85	97.6	85	97.6	91	96.7	0	-	68	86.8	-10.8	-	85	98.8	85	98.8	91	96.7	91	98.9	68	83.8	-15.0	-15.1
<b>Reclassified†</b>	7	-	3	-	3	-	0	-	2	-	-	-	7	-	3	-	3	-	7	-	2	-	-	-
<b>Initially Eng. Speaking</b>	78	97.4	82	97.6	88	96.6	0	-	66	86.4	-11.0	-	78	98.7	82	98.8	88	96.6	84	98.8	66	83.3	-15.4	-15.5
<b>Econ. Disadv.*</b>	9	-	12	100.0	10	100.0	0	-	9	-	-	-	9	-	12	100.0	10	90.0	15	100.0	9	-	-	-
<b>Non-Econ. Disadv.</b>	81	96.3	75	97.3	83	96.4	0	-	60	90.0	-6.3	-	82	97.6	78	98.7	83	97.6	78	98.7	61	83.6	-14.0	-15.1
<b>Gifted</b>	40	100.0	37	100.0	36	100.0	0	-	64	100.0	0.0	-	40	100.0	37	100.0	36	100.0	40	100.0	64	100.0	0.0	0.0
<b>Not Gifted</b>	50	94.0	50	96.0	57	94.7	0	-	69	87.0	-7.0	-	51	96.1	53	98.1	57	94.7	53	98.1	70	82.9	-13.2	-15.2
<b>With Disabilities</b>	8	-	11	90.9	9	-	0	-	5	-	-	-	8	-	11	100.0	9	-	9	-	5	-	-	-
<b>WO Disabilities</b>	82	96.3	76	98.7	84	98.8	0	-	64	85.9	-10.4	-	83	97.6	79	98.7	84	98.8	84	100.0	65	81.5	-16.1	-18.5
<b>Homeless</b>	1	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	2	-	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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	119	91.6	87	98.9	84	100.0	0	-	81	95.1	3.5	-	122	93.4	89	98.9	84	98.8	104	97.1	81	97.5	4.1	0.4
Female	58	100.0	32	96.9	36	100.0	0	-	33	97.0	-3.0	-	59	98.3	33	97.0	36	100.0	47	95.7	33	93.9	-4.4	-1.8
Male	61	83.6	55	100.0	48	100.0	0	-	48	93.8	10.2	-	63	88.9	56	100.0	48	97.9	57	98.2	48	100.0	11.1	1.8
African American	2	-	1	-	0	-	0	-	1	-	-	-	2	-	1	-	0	-	0	-	1	-	-	-
Asian	10	100.0	8	-	7	-	0	-	8	-	-	-	10	100.0	8	-	7	-	10	100.0	8	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	14	92.9	14	92.9	9	-	0	-	9	-	-	-	15	100.0	16	93.8	9	-	14	100.0	9	-	-	-
Native American	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	82	90.2	52	100.0	58	100.0	0	-	49	93.9	3.7	-	84	92.9	52	100.0	58	98.3	74	95.9	49	98.0	5.1	2.1
Multiracial	10	100.0	10	100.0	9	-	0	-	13	100.0	0.0	-	10	100.0	10	100.0	9	-	6	-	13	92.3	-7.7	-
English Learner	2	-	2	-	1	-	0	-	0	-	-	-	5	-	4	-	1	-	2	-	0	-	-	-
English-Speaking	117	92.3	85	100.0	83	100.0	0	-	81	95.1	2.8	-	117	94.9	85	100.0	83	98.8	102	97.1	81	97.5	2.6	0.4
Reclassified†	8	-	6	-	4	-	0	-	5	-	-	-	8	-	6	-	4	-	4	-	5	-	-	-
Initially Eng. Speaking	109	91.7	79	100.0	79	100.0	0	-	76	94.7	3.0	-	109	94.5	79	100.0	79	98.7	98	96.9	76	97.4	2.9	0.5
Econ. Disadv.*	15	86.7	8	-	13	100.0	0	-	10	100.0	13.3	-	15	86.7	8	-	13	100.0	10	100.0	10	90.0	3.3	-10.0
Non-Econ. Disadv.	104	92.3	79	98.7	71	100.0	0	-	71	94.4	2.1	-	107	94.4	81	98.8	71	98.6	94	96.8	71	98.6	4.2	1.8
Gifted	63	98.4	35	100.0	32	100.0	0	-	35	100.0	1.6	-	63	100.0	35	100.0	32	96.9	42	100.0	35	100.0	0.0	0.0
Not Gifted	56	83.9	52	98.1	52	100.0	0	-	46	91.3	7.4	-	59	86.4	54	98.1	52	100.0	62	95.2	46	95.7	9.3	0.5
With Disabilities	14	42.9	11	100.0	10	100.0	0	-	13	76.9	34.0	-	14	57.1	11	100.0	10	90.0	10	80.0	13	92.3	35.2	12.3
WO Disabilities	105	98.1	76	98.7	74	100.0	0	-	68	98.5	0.4	-	108	98.1	78	98.7	74	100.0	94	98.9	68	98.5	0.4	-0.4
Homeless	1	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-

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

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



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	<b>110</b>	<b>95.5</b>	<b>125</b>	<b>91.2</b>	<b>99</b>	<b>98.0</b>	<b>0</b>	<b>-</b>	<b>76</b>	<b>94.7</b>	<b>-0.8</b>	<b>-</b>	<b>110</b>	<b>93.6</b>	<b>126</b>	<b>88.9</b>	<b>99</b>	<b>97.0</b>	<b>101</b>	<b>90.1</b>	<b>77</b>	<b>88.3</b>	<b>-5.3</b>	<b>-1.8</b>
Female	53	98.1	58	96.6	35	100.0	0	-	37	97.3	-0.8	-	53	92.5	59	91.5	35	100.0	47	85.1	37	86.5	-6.0	1.4
Male	57	93.0	67	86.6	64	96.9	0	-	39	92.3	-0.7	-	57	94.7	67	86.6	64	95.3	54	94.4	40	90.0	-4.7	-4.4
African American	2	-	2	-	2	-	0	-	0	-	-	-	2	-	2	-	2	-	0	-	0	-	-	-
Asian	10	100.0	10	100.0	9	-	0	-	10	90.0	-10.0	-	10	100.0	10	100.0	9	-	8	-	10	100.0	0.0	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	14	92.9	14	100.0	16	100.0	0	-	12	100.0	7.1	-	14	85.7	14	92.9	16	100.0	10	90.0	13	76.9	-8.8	-13.1
Native American	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	72	95.8	88	88.6	60	96.7	0	-	47	93.6	-2.2	-	72	95.8	89	87.6	60	95.0	73	90.4	47	87.2	-8.6	-3.2
Multiracial	10	100.0	10	100.0	9	-	0	-	7	-	-	-	10	100.0	10	100.0	9	-	9	-	7	-	-	-
English Learner	0	-	2	-	2	-	0	-	1	-	-	-	0	-	3	-	2	-	1	-	2	-	-	-
English-Speaking	110	95.5	123	92.7	97	97.9	0	-	75	96.0	0.5	-	110	93.6	123	90.2	97	96.9	100	91.0	75	89.3	-4.3	-1.7
Reclassified†	6	-	11	100.0	7	-	0	-	4	-	-	-	6	-	11	81.8	7	-	4	-	4	-	-	-
Initially Eng. Speaking	104	95.2	112	92.0	90	97.8	0	-	71	95.8	0.6	-	104	94.2	112	91.1	90	96.7	96	90.6	71	88.7	-5.5	-1.9
Econ. Disadv.*	12	83.3	15	86.7	10	90.0	0	-	7	-	-	-	12	75.0	16	75.0	10	90.0	15	93.3	7	-	-	-
Non-Econ. Disadv.	98	96.9	110	91.8	89	98.9	0	-	69	94.2	-2.7	-	98	95.9	110	90.9	89	97.8	86	89.5	70	88.6	-7.3	-0.9
Gifted	70	100.0	77	100.0	30	100.0	0	-	29	100.0	0.0	-	70	100.0	78	100.0	30	100.0	49	95.9	29	100.0	0.0	4.1
Not Gifted	40	87.5	48	77.1	69	97.1	0	-	47	91.5	4.0	-	40	82.5	48	70.8	69	95.7	52	84.6	48	81.3	-1.2	-3.3
With Disabilities	17	70.6	14	42.9	15	86.7	0	-	9	-	-	-	17	76.5	14	35.7	15	80.0	10	90.0	9	-	-	-
WO Disabilities	93	100.0	111	97.3	84	100.0	0	-	67	97.0	-3.0	-	93	96.8	112	95.5	84	100.0	91	90.1	68	88.2	-8.6	-1.9
Homeless	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	0	-	1	-	-	-	1	-	2	-	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.

**APPENDIX E**

**2021-22 SPSA ASSESSMENT AND EVALUATION**



# La Jolla Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: LA JOLLA ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

## Goal 2 - English Language Arts

### Strategy/Activity 1: Professional Learning Communities

#### \*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 district assessments (e.g., FAST and Fountas and Pinnell Benchmark System) to determine 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 and designated ELD for our students who are English Learners. 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 ELA. Our foundation funds our PLCs, so we do not have to use LCFF funds for this purpose.

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.



## La Jolla Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<b>monitoring results, etc.).</b>	<b>progress monitoring results, etc.).</b>	
Supplies	\$1,000.00	09800-4301	supplies and materials to support intervention and acceleration, including student workbooks, professional books/resources, and other school materials that are necessary for teaching and learning	Materials to support reading intervention and acceleration, such as Phonics for Reading and vocabulary workbooks	The materials we purchased supported students who were not yet meeting standards. We realized that we needed additional online resources, as well.	We purchased the materials we indicated, and they were used as intended to support students' literacy achievement.

### Strategy/Activity 2: Educational Software/Computer Programs

#### \*Strategy/Activity - Description

Although our Unduplicated Pupil percentage is fairly 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

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and</b>	<b>Modifications based on qualitative and quantitative data.</b>

## La Jolla Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License	\$9,923.00	09800-5841	Purchase educational software/programs to support intervention and acceleration in ELA	Purchased subscriptions to IXL, Brainpop, Starfall, and Raz Kids/Learning A-Z, which supported students' achievement in ELA.	Needed additional programs to meet the needs of students who were not yet meeting standards. Some grade levels used fewer online resources post-pandemic and wanted some print resources now that we were back to in-person learning.	We purchased the educational software subscriptions listed, also added Learning Upgrade to support some of our learners who were not yet meeting standards, and we also used some of the expenditures to purchase subscriptions to Scholastic News.

**Goal 3 - Mathematics**

**Strategy/Activity 1: Professional Learning Communities**

**\*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, district-developed assessments, and of unit math assessments to determine 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 and designated ELD for our students who are English Learners. 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 mathematics. Our foundation funds our PLCs, so we do not have to use LCFF funds for this purpose.

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

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Supplies	--	--	09800-4301	supplies and materials to	n/a	We did not spend funds on supplies to	We did not spend funds on supplies to

## La Jolla Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

support  
intervention and  
acceleration,  
including student  
workbooks,  
professional  
books/resources,  
and other school  
materials that are  
necessary for  
teaching and  
learning

support students'  
math achievement. support students'  
math achievement.

### Strategy/Activity 2: Educational Software/Computer Programs

#### \*Strategy/Activity - Description

Although our Unduplicated Pupil percentage is fairly 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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

## La Jolla Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							monitoring results, etc.).
Software License	--	--	09800-5841	Purchase educational software/programs to support intervention and acceleration in Mathematics	Computer licenses for programs such as IXL and BrainPop to support mathematics achievement.	Needed additional programs to meet the needs of students who were not yet meeting standards.	We purchased the educational software subscriptions listed, and we also added Learning Upgrade to support some of our learners who were not yet meeting standards.

**Goal 4- Supporting English Learners**

**Strategy/Activity 2: Educational Software/Computer Programs**

**\*Strategy/Activity - Description**

At La Jolla Elementary, we currently have 28 students who are English Learners, which represents approximately 6% of our student population. Although our EL population is fairly low, we understand the specific needs of our students who are multilingual learners, and we 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 students who are English Learners, 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 and mathematics.

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

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	09800-5841	Purchase educational	Materials to support reading	The materials we purchased	We purchased the materials we

## La Jolla Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

<p>software/programs to support intervention and acceleration in ELA and Mathematics</p>	<p>intervention and acceleration, such as Phonics for Reading and vocabulary workbooks, as well as computer licenses for programs such as IXL and BrainPop to support mathematics achievement.</p>	<p>supported students who were not yet meeting standards. We realized that we needed additional online resources, as well as additional programs to meet the needs of students who were not yet meeting standards.</p>	<p>indicated, and they were used as intended to support students' literacy and math achievement.</p> <p>We also purchased subscriptions to print magazine Scholastic News and computer program Learning Upgrade.</p>
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**Goal 5 - Supporting Students with Disabilities**

**Strategy/Activity 2: Educational Software/Computer Programs**

**\*Strategy/Activity - Description**

At La Jolla Elementary, we currently have 53 students who have disabilities, which represents approximately 12% of our student population. Although our population of students with disabilities is fairly low, we understand the specific needs of our students who have disabilities, and we 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 students who have disabilities, 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 and mathematics.

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

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Software License	--	--	09800-5841	Purchase educational software/programs to support intervention and acceleration in	Materials to support reading intervention and acceleration, such as Phonics for Reading and vocabulary workbooks, as well	The materials we purchased supported students who were not yet meeting standards. We realized that we needed additional online resources, as	We purchased the materials we indicated, and they were used as intended to support students' literacy and math achievement.



## La Jolla Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

ELA and Mathematics	as computer licenses for programs such as IXL and BrainPop to support mathematics achievement.	well as additional programs to meet the needs of students who were not yet meeting standards.	We also purchased subscriptions to print magazine Scholastic News and computer program Learning Upgrade.
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**Goal 8- Graduation/Promotion Rate**

**Strategy/Activity 2: Educational Software/Computer Programs**

**\*Strategy/Activity - Description**

Although our Unduplicated Pupil percentage is fairly 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**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Software License	--	--	09800-5841	Purchase educational software/programs	Purchased subscriptions to IXL, Brainpop, Starfall, and Raz	Needed additional programs to meet the needs of students who were	We purchased the educational software subscriptions listed,

## La Jolla Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

to support intervention and acceleration in ELA	Kids/Learning A-Z, which supported students' achievement in ELA.	not yet meeting standards. Some grade levels used fewer online resources post-pandemic and wanted some print resources now that we were back to in-person learning.	also added Learning Upgrade to support some of our learners who were not yet meeting standards, and we also used some of the expenditures to purchase subscriptions to Scholastic News.
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### What are my leadership strategies in service of the 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 impacting 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

## La Jolla Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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.