



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **LA JOLLA HIGH SCHOOL**

2022-23

37-68338-3733508
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: Podhorsky, Charles

Contact Person: Podhorsky, Charles

Position: Principal

Telephone Number: 858/454-3081

Address: 750 Nautilus St, La Jolla High, La Jolla, CA, 92037-6103

E-mail Address: cpodhorsky@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 High

PHONE: (858) -634-8000

FAX: (858) 459-2188

SITE CONTACT PERSON: Dr. Charles Podhorsky

E-MAIL ADDRESS: cpodhorskys@sandi.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: October 2022 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: NA |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: NA |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): <u>SSC</u> | Date of presentation: 10/3/22 |

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: 10/3/2022

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.

Charles Podhorsky
Type/Print Name of School Principal

Sam A. Cisneros
Type/Print Name of SSC Chairperson

Type/Print Name of ELAC Representative

Erin Richison
Type/Print Name of Area Superintendent

[Signature] 10/3/22
Signature of School Principal / Date

[Signature] 10/3/22
Signature of SSC Chairperson / Date

[Signature] 10/7/22
Signature of ELAC Representative / Date

[Signature] 10/7/22
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 non-Title 1 eligible school

Although the school resides in a high socioeconomic area, 25% of our students live outside of the La Jolla school boundary. Approximately, 110 students (or 8% of the LJHS student population) are enrolled through the Program Improvement School Choice (PISC) that enables students attending a school that has been designated Program Improvement to apply for transfer to another school out of their neighborhood. Another approximately 60 students come to LJHS through the School Choice Program or through Inter-district transfers. While 23% of our student population is eligible for free or reduced lunches, this number does not meet the threshold for designation as a Title One school, nor is LJHS entitled to additional funding to support these students' needs.

Although La Jolla High does not receive any Title 1 funding to support the population of at-risk students, stakeholder groups work very hard to create a systematically coherent academic program at La Jolla High that supports all students and families. Create learning conditions to become a model school for all schools.

**La Jolla High Goal: For La Jolla High School to become the number one High School
in the District, County, State and Nation!**

La Jolla High School will be focused on building capacity in all teachers to plan and teach lessons using a common set of instructional strategies identified as the schoolwide Instructional Practices. The goal is for each teacher to progress from an understanding of these practices to applying these practices in every period of every class.

La Jolla High teachers will engage in monthly PLC (Course-Alike) meetings under the direction of Lead/Key Teachers. The focus is using data to improve student outcomes. Teacher teams will focus on the cycle of plan, teach, assess, and revise/apply among colleagues teaching like classes. This format provides professional and instructional support to PLCs through a weekly cycle of continuous program improvement that assures rigor, relevance, and relationships. Lead/Key teachers co-plan and facilitate the PLC meetings and the pullout days. They are the assessment cycle grade level contact person and the grade level teacher support person. They also organize the e-learning site for their grade level.

La Jolla High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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.

- 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & 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*
- 5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

ENGAGING EDUCATIONAL PARTNERS

At La Jolla High, our community continually look at data and examines best practices to insure monitoring of our SPSA goals and development. Professional Learning Communities, SSC, SGT and PTSA regularly examine school wide data to help inform next steps. Stakeholder groups engaged in a collaborative process in the development progress monitoring goals leading to the development of the SPSA. The following were stakeholder meeting dates:

- September 12, 2022: SSC Meeting
- October 3, 2022: SSC Meeting
- October 4, 2022: SGT Meeting
- November 7, 2022: SSC Meeting
- November 8, 2022: SGT Meeting
- December 5, 2022: SSC Meeting
- December 6, 2022: SGT Meeting
- January 2, 2023: SSC Meeting
- January 3, 2023: SGT Meeting
- February 6, 2023: SSC Meeting
- February 7, 2023: SGT Meeting
- March 6, 2023: SSC Meeting
- March 7, 2023: SGT Meeting
- April 3, 2023: SSC Meeting
- April 4, 2023: SGT Meeting
- May 1, 2023: SSC Meeting
- May 2, 2023: SGT Meeting

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In addition to the SSC and SGT dates, teacher PLCs met on the following dates to review student data and design next instructional steps:

August 2022

- August 24 Instructional Leadership Team Meeting

September 2022

- August 24 PLC Meeting:
- September 21 Faculty Meeting: WASC/LJHS College Readiness Instructional Strategies
- September 13 Instructional Leadership Team Meeting

October 2022

- October 5 PLC Meeting:
- October 12 Faculty Meeting: WASC/LJHS College Readiness Instructional Strategies
- October 25 Focus Walk: Observation and data collection on enactment of LJHS College Readiness Instructional Strategies
- October 26 Learning Walk: Collegial observation and data collection on enactment of LJHS College Readiness Instructional Strategies
- October 18 Instructional Leadership Team Meeting

- **November 2022**
- November 2 PLC Meeting:
- November 29 Focus Walk: WASC/LJHS College Readiness Instructional Strategies
- November 30 Learning Walk: Collegial observation and data collection on enactment of LJHS College Readiness Instructional Strategies
- November 15 Instructional Leadership Team Meeting
- November 16 Faculty Meeting: Discuss Focus Walk Data. Analyze and construct next steps toward full enactment of 1) Purpose and Outcome 2) Active Student Engagement

December 2022

- December 7 PLC Meeting:
- December 14 Learning Walk: Collegial observation and data collection on enactment of LJHS College Readiness Instructional Strategies
- December 13 Focus Walk: Observation and data collection on enactment of LJHS College Readiness Instructional Strategies
- December 13 ILT Meeting:

January 2023

- January 4 PLC Meeting:
- January 18 Faculty Meeting: WASC/LJHS College Readiness Instructional Strategies
- January 24 Focus Walk: Observation and data collection on enactment of LJHS College Readiness Instructional Strategies
- January 17 Instructional Leadership Team Meeting

February 2023

- February 1 PLC Meeting:
- February 21 Focus Walk: Observation and data collection on enactment of LJHS College Readiness Instructional Strategies
- February 21 Instructional Leadership Team Meeting
- February 15 Faculty Meeting: WASC/LJHS College Readiness Instructional Strategies

March 2023

- March 1 PLC Meeting:

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- March 22 Prep Period Training (optional): School-Wide Instructional Practices/Improving Technology Based Instruction
- March 15 Faculty Meeting: WASC/LJHS College Readiness Instructional Strategies
- March 21 Focus Walk: Observation and data collection on enactment of LJHS College Readiness Instructional Strategies
- March 21 Instructional Leadership Team Meeting
- April 2023**
- April 5 PLC Meeting:
- April 12 Faculty Meeting: WASC/LJHS College Readiness Instructional Strategies
- April 25 Focus Walk: Observation and data collection on enactment of LJHS College Readiness Instructional Strategies
- April 18 Instructional Leadership Team Meeting
- May 2023**
- May 16 Focus Walk: Observation and data collection on enactment of LJHS College Readiness Instructional Strategies
- May 16 Instructional Leadership Team Meeting
- May 17 Faculty Meeting: Survey Staff on Strengths & Next Steps
- June 2023**
- June 6 Faculty Meeting: Graduation Updates/ PLC Surveys – To what extent do PLCs have College Readiness Skills?
(Reading/Writing/Critical Thinking)

PLC Teaching teams have the following data driven goals during PLC Meetings:

- Teams working together as a means to an end
- Teams conducting common planning of content instruction and assessments
- Get clear about what and how to teach.
- Get clear about how to assess student learning.
- Get clear about what to do when students are not learning.
- Teams with a common focus on student results
- Teams engaged in student work and assessment analysis
- All teachers will attend and participate with their PLC team.
- PLC teams will utilize formative and summative assessment data to generate “next steps” for each of their meetings.
- We create team norms to guide us in working together. (Maintain a copy of the norms in the PLC notebook.)
- We develop SMART Goals that we are working interdependently to achieve. (SMART – Strategic, Measurable, Attainable, Results-oriented, Timebound.)
- We agree on how to best sequence the content of the course and establish pacing guides to help students achieve the intended essential learning outcomes for the course.
- We use frequent formative assessments that help us to determine each student’s mastery of the learning outcomes.
- We give common assessments (every 3 – 5 weeks) that help us assess student strengths and progress as well as help us determine our next instructional moves.
- We analyze the results of our common assessments (individually and collectively as a PLC team) in order to:

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- Identify and support struggling students.
 - Modify instruction.
- We establish the proficiency standard we want each student to achieve for each skill and concept examined with our common assessments.

RESOURCE INEQUITIES

In the 2022-23 school year, there are 27 students (2% of the total student body) enrolled at LJHS that were classified as English Learners. Additionally, there were 88 students (7%) classified as IFEP (Initially Fluent English Proficient) and another 216 students (16%) that were classified as RFEP (Reclassified English Proficient). Due to a continuing decrease in district transportation, La Jolla High has 27 students classified as English Language Learners for the 2022-23 school year.

Ds and Fs

Every grading period LJHS's student information specialist runs a D and F list for the counselors. The counselors then follow-up with students: eleventh and twelfth grade students who have at least one D and/or F, and ninth and tenth grade students with multiple Ds/Fs in core subjects. The counseling staff then decides on the next best step for these students including one-on-one conferences, support groups, recommendations for tutoring and other remediation programs. The counseling staff also holds quarterly meetings with parents and all students who have 3 or more Ds and/or Fs to initiate or monitor student intervention strategies. These strategies include tutoring recommendations, review of course placement, student-peer pairings, course remediation recommendations, possible recommendation to iHigh options.

The LJHS Administrative team formed a subcommittee of teachers, administrators, and counselors to review student achievement data, subgroup data, and the data related to students receiving Ds and Fs. The group met over the following months to review data trends, anomalies, and implications for developing the master schedule for the 2022-23 school year. Some of the topics generated from the meetings included a look at who the students are that are receiving Ds and Fs, courses where students appear to be struggling the most, and strategies to reach these students. LJHS students appear to struggle in Integrated Math I and II, with over 40% D/F grades in the 2022-23 school year especially post COVID online learning. One great need that was generated from these meetings was for an overhaul of our tutoring program and responding to Post COVID struggling students. LJHS Administration created a plan to staff the tutoring center with teachers, rather than relying on student/peer tutors. Tutoring is available afterschool in the library Mondays through Fridays. Additional support developed from the D/F data analysis include the introduction of Math Night offering additional tutoring at the Jacobs center in the home neighborhood of our PISC students, focus on finding math teacher supports and PD training, emphasis on math courses for Focus Walks in the 2022-23 school year.

The dropout rate at LJHS is low (2%) due to school climate and student support programs. Counselors work with teachers and Administration to identify high-risk students early on. Targeted intervention strategies include meetings with students and parents, credit recovery programs such as iHigh online courses available during the traditional day, and the recent addition of a Graduation Coach.

In both the 2019 and 2021 test administration, La Jolla High School students performed better than their District counterparts, as well as 11th grade students statewide. With a gap in data due to COVID we continue to utilize site based common assessments to monitor our data. This is in part due to the fact that a number of our highest performing students opted out of the test as some were scheduled to take the test before the AP testing window,

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while others were scheduled to take the test in the week following the AP testing window. The LJHS administrative team is working with teachers and student representatives to examine ways to encourage students to become more invested in the CAASPP tests and to develop a school-wide campaign to challenge students to do their best on the exams. The subcommittee is also examining ways to best implement the testing window to increase student achievement.

SAT I

LJHS students perform well above the District, State, and National levels on the SAT I. Average scores for LJHS students are steady at above 1,150. Scores for students in California average around 1,065 and the nation-wide average holds steady at about 1,060. Student success on the SAT is in part due to the college-conscious focus of our students, the work of our academic teachers especially in the English Department which emphasizes writing, and the work of our Counseling office and PTA helping students plan for the college application process and creating timelines for students to begin focusing on application and testing process. Additionally, SDUSD now provides funding for all tenth-grade students to take the PSAT as a practice round giving all students a chance to see what they SAT test requires.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Ashley Martinez	Student
Kamryn Clothier	Student
Chuck Podhorsky	Principal
Melanie Menders	Classroom Teacher
Sam Cisneros	Classroom Teacher
Kim Smith	Classroom Teacher
Jill Rogers-Lewis	Parent
Kat Cowling	Parent
Angelina Kwan	Student (Alt)
Lizbeth Gomez	Student
Cathy Hutchins	Classroom Teacher
Megan Cox	Classified

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).

La Jolla High School is committed to ensuring all students are in the “circle of success.” To reach this goal, student data is viewed not just through a wide lens of overall proficiency, but also through a narrower scope focused on targeted subgroups of English Learners, SPED students, and at-risk students. SMART goals are included in the annual Single Plan for Student Achievement (SPSA). These goals are specific for subgroup in the areas of either the ELA and Math performance of the SBAC/CAASP tests or D/F grades on progress and report cards. Teachers also review the work and progress of their classes through common summative assessments. Data analysis following these assessments includes a look at subgroup performances.

Progress towards this goal can be seen in the following:

- Annual review of Schoolwide data to research needs and trends (Data to include: CSAAP, ELPAC, D/F Grades, attendance records, AP Scores, Review subgroup participation and pass rates for APs, classroom Common Assessments, etc)
- Teachers begin each year looking at their classes in a reminder to “Get to know your Rosters” to identify student needs
- Annual SMART Goals set by teachers for student success
- PLC SMART Goals for the year
- PLCs developed common assessment plan for summative assessments
- Common assessment dates submitted to Principal
- PLCs will work together to complete an analysis of common assessments including a look at individual and composite performance, as well as subgroup performance
- Disaggregate data from common assessments with an emphasis on sub-groups
- Counselors visited AVID classrooms for more individualized college and career planning discussions
- Private College Counselor working with AVID seniors to help with College Applications

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- Counselors provide Naviance Future Planning class presentations
 - Ninth grade: introduction to graduation requirements, how to navigate Naviance, and how to start his/her resumes.
 - Tenth grade: review of graduation requirements, how to read transcripts, take personality test for career options, and to update resumes.
 - Eleventh grade: introduction to college application information, explain the application process, give tasks to complete over Summer; and in depth Naviance instruction.
- Development of the LJHS Health and Wellness Committee (HWC) made up of parents, teachers, counselors, school nurse, and mental health professionals
 - HWC partners with student/school organizations (i.e. clubs, athletics, newspaper, video bulletin, and ASB) to deliver information to the school community.
 - HWC brings health and wellness services and programs to students and parents on-campus such as:
 - Assemblies and guest speakers (Jeff Bucholtz - We End Violence, Dr. Susan Writer at the parent orientation, SD Youth Services, Kaiser, SAY San Diego, NAMI SD, and many other community partners.), Classroom lessons
 - Health and Wellness Fair (large showcase with resources and activities)
 - Bulletin Public Service Announcements
 - Workshops and parent nights (movie screenings and mental health panels)
 - HWC works with students' groups such as NAMI (National Alliance On Mental Illness) and Agents of Change (a group of student leaders trained to help educate and mentor underclassmen on the issues of bullying, labeling, and more).

*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).

LJHS Administrative team has formed a subcommittee of teachers, administrators, and counselors to review student achievement data, subgroup data, and the data related to students receiving Ds and Fs. The group met several times to review data trends, anomalies, and implications for developing future master schedules. D and F data is also reviewed with the Instructional Lead Teachers (ILT) and Department Chairs. Some of the topics generated from these meetings included a look at who the students are that are receiving Ds and Fs, courses where students appear to be struggling the most, and strategies to reach these students. One great need that was generated from these meetings was for an overhaul of our tutoring program. LJHS Administration created a plan to staff the tutoring center with teachers, rather than relying on student/peer tutors. Tutoring is available afterschool in the library Mondays through Thursdays. Additional support developed from the D/F data analysis include student support plans being added to every course syllabus, a review of course materials for those classes with a higher need, and an emphasis on math courses for Focus Walks in subsequent school years.

The dropout rate at LJHS is low (2%) due to school climate and student support programs. Counselors work with teachers and Administration to identify high-risk students early on. Targeted intervention strategies include meetings with students and parents, as well as credit recovery programs such as iHigh online courses available during the traditional day.

Overall, the number of D and Fs has decreased over the past three years from 10.5% to 8%. There was also a decrease of D and Fs in English/Language Arts classes. Math rates have remained fairly consistent, but are lower than similar schools within the District, and the District as a whole.

*Changes

La Jolla High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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 High School is also committed to increasing access to AP classes for all students through the Equal Opportunity School program (EOS) framework. Our staff is encouraged to advocate for students in order to match them with the courses of their interest which may improve their overall success rate in the AP course.

*Identified Need

Every grading period LJHS's runs a D and F list for the all stakeholder groups. The leadership team members then follow-up with students: eleventh and twelfth grade students who have at least one D and/or F, and ninth and tenth grade students with multiple Ds/Fs in core subjects. The leadership team members then decides on the next best step for these students including one-on-one conferences, support groups, recommendations for tutoring and other remediation programs. The leadership team member also holds quarterly meetings with parents and all students who have 3 or more Ds and/or Fs to initiate or monitor student intervention strategies. These strategies include tutoring recommendations, review of course placement, student-peer pairings, course remediation recommendations, possible recommendation to iHigh options.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9	Participate in Agents of Change program	0%	95% of grade 9 students	Other (Describe in Objective)	Orientation program and follow up with student leaders and adult mentors
June 2023	9-12	Participation in We End Violence Program (Jeff Bucholtz)	0%	100%	Other (Describe in Objective)	2 x per year
June 2023	9-12	Improve parent communication and participation	0%	100% of Teaching Staff, Admin and Counseling	Attendance	Each Grade Periods

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Hispanic or Latino	Reduction in the number of students receiving D's and F's grades	14.9%	less than 10%	Other (Describe in Objective)	Ongoing (at grade period)
June 2023	9-12	Black or African American	Reduction in the number of students receiving D's and F's grades	17.9%	less than 10%	Other (Describe in Objective)	Ongoing (at grade period)
June 2023	9-12	English Learner	Reduction in the number of students receiving D's and F's grades	23.2%	less than 15%	Other (Describe in Objective)	Ongoing (at grade period)
June 2023	9-12	Students with Disabilities	Reduction in the number of students receiving D's and F's grades	18.2%	less than 15%	Other (Describe in Objective)	Ongoing (at grade period)

Supporting Black Youth - Additional Goals

- ✓ La Jolla High'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.
- ✓ The staff diversity goal at La Jolla High 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 High's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, La Jolla High 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.
- ✓ La Jolla High 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.
- ✓ La Jolla High'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.
- ✓ La Jolla High will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ La Jolla High will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy 1: Data Review Meetings

*Students to be served by this Strategy/Activity

All students, grades 9-12

*Strategy/Activity - Description

To accomplish this goal, our team (Counselor, Administrator and Teachers) will communicate to students with 2 or more D or F Grades each month. An action plan will be developed to engage students at school and provide resources/supports. Contacts will be made by office staff, administrators, or counselors. A monthly log will record the contacts with the goal of supporting all students to reengage in a successful high school progression.

*Additional Supports for this Strategy/Activity

Data will be monitored by SSC and ILT each grading period.

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).

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

Due to COVID in the previous school years and in reflecting upon our SPSA Goals from 2021-22, we need to continue to build upon our supports to ensure that all students are in the sphere of success. Our student achievement on the SBAC for the 2021-22 school year was 75% proficiency. PLC teams in the ELA content areas will meet for an entire day to support in-depth planning of pacing guides, lessons, and assessments to measure the extent to which students learn the academic literacy skills and course content. The focus is on the cycle of plan, teach, assess, and revise/apply among colleagues teaching like classes. This format provides professional and instructional support to PLCs through a weekly cycle of continuous program improvement that assures rigor, relevance, and relationships. Lead/Key teachers co-plan and facilitate the PLC meetings and the pullout days. They are the assessment cycle grade level contact person and the grade level teacher support person. They also organize the e-learning site for their grade level.

*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).

PLC teams will continue to not only look at classroom and departmental wide data but will continue to drill down into the student's level data so that no student is left outside the sphere of success.

*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 High School students performed better than their District counterparts in most schools, as well as 11th grade students statewide. There was an increase in the percentage of students meeting state standards in the 2021 administration from the previous year. This is in part due to the fact that a number of our highest performing students opted out of the test as some were scheduled to take the test before the AP testing window, while others were scheduled to take the test in the week following the AP testing window. The LJHS administrative team is working with teachers and student representatives to examine ways to encourage students to become more invested in the CAASPP tests and to develop a school-wide campaign to challenge students to do their best on the exams. The subcommittee is also examining ways to best implement the testing window to increase student achievement.

*Identified Need - English Language Arts

La Jolla High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Based on our 2021-22 post COVID data analysis and on the results for the 2019-20 CAASPP, only 75% of 11th graders met or exceeded the standards. La Jolla High will continue to work hard to ensure that all students are successful on these state measures as well as progress toward graduation. Our goal is to make sure that every child experiences success at La Jolla High.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	meet or exceed standard	75.1%	85%	CAASPP ELA	annually
June 2023	9-12	meet or exceed standard	N/A	80%	Site Developed Common Assessments	annually

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Hispanic or Latino	Improvement in CAASPP meet/exceed proficiency	52.94%	60%	CAASPP ELA	annually
June 2023	11	Students with Disabilities	Improvement in CAASPP meet/exceed proficiency	43.75%	50%	CAASPP ELA	annually
June 2023	11	English Learner	Improvement in CAASPP meet/exceed proficiency	57.57% (RFEP)	65%	CAASPP ELA	annually

*Identified Need - Math

Based on the site based post COVID data and results for the 2021-22 CAASPP, only 59% of 11th graders met or exceeded the standards.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Improvement in CAASPP meet/exceed proficiency	59%	75%	CAASPP Math	annually
June 2023	9-12	meet or exceed	N/A	75%	End of Course Exams	annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	English Learner	Improvement in CAASPP meet/exceed proficiency	NA%	35%	CAASPP Math	annually
June 2023	11	Hispanic or Latino	Improvement in CAASPP meet/exceed proficiency	38%	60%	CAASPP Math	annually
June 2023	11	Students with Disabilities	Improvement in CAASPP meet/exceed proficiency	41.7%	60%	CAASPP Math	annually

*Identified Need - English Learners

La Jolla High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In reflecting upon our SPSA Goals from 2019-20 and our 2020-21 COVID data analysis, we need to continue to build upon our supports to insure that all ELL students are in the sphere of success. Our student achievement on the SBAC for the 2019-20 school year was 37.0% ELA proficiency. PLC teams in the ELA content areas will meet for an entire day to support in-depth planning of pacing guides, lessons, and assessments to measure the extent to which students learn the academic literacy skills and course content. The focus is on the cycle of plan, teach, assess, and revise/apply among colleagues teaching like classes. This format provides professional and instructional support to PLCs through a weekly cycle of continuous program improvement that assures rigor, relevance, and relationships. Lead/Key teachers co-plan and facilitate the PLC meetings and the pullout days. They are the assessment cycle grade level contact person and the grade level teacher support person. They also organize the e-learning site for their grade level.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	English Learner	Reclassify 10 students	NA	NA	Reclassification Rates	Ongoing

*Identified Need - Graduation/Promotion Rate

Every grading period LJHS's runs a D and F list for the all stakeholder groups. The leadership team members then follow-up with students: eleventh and twelfth grade students who have at least one D and/or F, and ninth and tenth grade students with multiple Ds/Fs in core subjects. The leadership team members then decide on the next best step for these students including one-on-one conferences, support groups, recommendations for tutoring and other remediation programs. The leadership team member also holds quarterly meetings with parents and all students who have 3 or more Ds and/or Fs to initiate or monitor student intervention strategies. These strategies include tutoring recommendations, review of course placement, student-peer pairings, course remediation recommendations, possible recommendation to iHigh options.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Increase Graduation Rate	98.1%	99%	Graduation/Promotion	annually
June 2023	9-12	Reduction in the number of students receiving D's and F's grades	Content Specific	Less that 30% in key at risk content areas	% of D and F grades	annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Hispanic or Latino	Increase graduation rate	97.3%	98%	Graduation/Promotion	annually
June 2023	12	English Learner	Increase graduation rate	67.7%	80%	Graduation/Promotion	annually
June 2023	12	Students with Disabilities	Increase graduation rate	92.1%	95%	Graduation/Promotion	annually

Strategy 1: Developing Common Assessments

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

ELA staff will re-evaluate and, if necessary, revise current common tasks and common assessments. Focus should be on the standards and how they are reflected in these common task/assessments. Staff will implement tasks/assessments and then meet monthly to discuss the results. Data should be collected (Illuminate) and remediation plans, with follow up assessments, should be developed for at-risk students.

*Additional Supports for this Strategy/Activity

District resource teachers to support assessment development and sharing of information from other sites.

Strategy 2: Staff Data Review Meetings (Goal 3)

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Math staff will disaggregate subgroup data for common assessments and re-evaluate/revise current common tasks and common assessments. Focus should be on the standards and how they are reflected in these common task/assessments. Staff will implement tasks/assessments and then meet monthly to discuss the results. Data should be collected (Illuminate) and remediation plans, with follow up assessments, should be developed for at-risk students.

*Proposed Expenditures for this Strategy/Activity

Support from district resource teachers for successful implementation of MVP curriculum and facilitation with other sites.

Strategy 3: MVP Curriculum for Multilingual Students (2,3,4)

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

All English Learners

***Strategy/Activity - Description**

The new MVP math curriculum will give EL students opportunities to acquire English within the context of Mathematics and support cross curricular ELD. The framework for supporting English language learners (ELLs) in this curriculum includes four design principles for promoting language development in all areas curriculum and instruction. The design principles and related routines work to make language development an integral part of planning and delivering instruction while guiding teachers to amplify the most important language that students are expected to bring to bear on the central ELA and Math units. The four design principles are:

- Support Sense-Making
- Optimize Output
- Cultivate Conversation

Math and ELA staff will disaggregate subgroup data for common assessments and re-evaluate/revise current common tasks and common assessments. Focus should be on the standards and how they are reflected in these common task/assessments. Staff will implement tasks/assessments and then meet monthly to discuss the results. Data should be collected (Illuminate) and remediation plans, with follow up assessments, should be developed for at-risk students.

Strategy 4: ELPAC Administration (Goal 4)

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

English Learners

***Strategy/Activity - Description**

Retired teacher will support the administration for the ELPAC testing and reclassification of our English Learners.

Strategy 5: Integrating Education Specialists into PLC Meetings (Goal 2,3)

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

All Students With Disabilities

***Strategy/Activity - Description**

Focus on co- teaching and creating opportunities for Educational Specialist to be an essential part of the PLC teams. PLC teams in the Math content area will meet with co teachers (2x per month) and for an entire day to support in-depth planning of pacing guides, lessons, and assessments to measure the extent to which students learn the academic literacy skills and course content.

As an outcome of these meetings, teams will focus on planning, delivery, assessment to changes so that all SWD can be more successful. The teams learn to better plan instruction “ahead of delivery” to design lessons will strategically more greatly meet the needs for Tier 1 instruction. School will provide intensive training in effective co-teacher and all the phases of co-planning lessons. Continue to get better at developing learning partnership with students and families.

Strategy 6: Build high expectations for all students (Goal 2,3,4)

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

All students

***Strategy/Activity - Description**

Continue the systemic and institutionalized work towards closing the Achievement Gap and building and welcoming Viking family for all. Build high expectations for all students focusing on the academic; social, emotional and well-being of all students with specific focus on Black Youth. This includes the continued development of a systemic-institutionalized structure of PLC work and data collection across the core subjects that guide instruction.

Strategy 7: Implementing Ethnic Studies in 9th Grade

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

9th Grade Students

***Strategy/Activity - Description**

Implement Ethnic Studies courses for the 9th grade

Strategy 8: Consistent Review of D and F Student Lists (Goal 2,3,5)

*Students to be served by this Strategy/Activity

All students with focus on sub groups.

*Strategy/Activity - Description

The LJHS Administrative team formed a subcommittee of teachers, administrators, and counselors to review student achievement data, subgroup data, and the data related to students receiving Ds and Fs. The group will continue to review data trends, anomalies, and implications for developing the master schedule for the 2022-23 school year. Some of the topics generated from the meetings included a look at who the students are that are receiving Ds and Fs, courses where students appear to be struggling the most, and strategies to reach these students. LJHS students appear to struggle in Integrated Math I and II, with over 35% D/F grades in the 2022-23 school year and especially during COVID. One great need that was generated from these meetings was for an overhaul of our tutoring program. LJHS Administration created a plan to staff the tutoring center with teachers, rather than relying on student/peer tutors. Tutoring is available afterschool in the library Mondays through Fridays. Additional support developed from the D/F data analysis include: introduction of Math Night offering additional tutoring via Zoom in the home neighborhood of our PISC students, focus on finding math teacher supports and PD training, emphasis on math courses for Focus Walks in the 2022-23 school year.

*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	Rationale
F03423C	School Counselor	0.20000	\$17,908.60	\$28,775.05	0342-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Supplemental counseling time for graduating intervention.
N0342A5	Supplies		\$11,209.00	\$11,209.00	0342-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Support of supplemental tutoring program for at risk student

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).

We know that communicating with parents regarding their child's progress is essential. We will work to make sure it is embedded in the school procedures of issuing progress reports. The goals developed by this plan need to be focused and targeted on needs regarding Parent Engagement to support student success at every level.

Ds and Fs

Every grading period LJHS's student information specialist runs a D and F list for the counselors. The counselors then follow-up with students: eleventh and twelfth grade students who have at least one D and/or F, and ninth and tenth grade students with multiple Ds/Fs in core subjects. The counseling staff then decides on the next best step for these students including one-on-one conferences, support groups, recommendations for tutoring and other remediation programs. The counseling staff also holds quarterly meetings with parents and all students who have 3 or more Ds and/or Fs to initiate or monitor student intervention strategies. These strategies include tutoring recommendations, review of course placement, student-peer pairings, course remediation recommendations, possible recommendation to iHigh options.

The LJHS Administrative team formed a subcommittee of teachers, administrators, and counselors to review student achievement data, subgroup data, and the data related to students receiving Ds and Fs. The group met over the following months to review data trends, anomalies, and implications for developing the master schedule for the 2021-22 school year. Some of the topics generated from the meetings included a look at who the students are that are receiving Ds and Fs, courses where students appear to be struggling the most, and strategies to reach these students. LJHS students appear to struggle in Integrated Math I and II, with over 40% D/F grades in the 2020 school year and especially online during COVID. One great need that was generated

La Jolla High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

from these meetings was for an overhaul of our tutoring program. LJHS Administration created a plan to staff the tutoring center with teachers, rather than relying on student/peer tutors. Tutoring is available afterschool in the library Mondays through Fridays. Additional support developed from the D/F data analysis include the introduction of Math Night offering additional tutoring at the Jacobs center in the home neighborhood of our PISC students, focus on finding math teacher supports and PD training, emphasis on math courses for Focus Walks in the 2021-22 school year.

The dropout rate at LJHS is low (0.3%) due to school climate and student support programs. Counselors work with teachers and Administration to identify high-risk students early on. Targeted intervention strategies include: meetings with students and parents, credit recovery programs such as iHigh online courses available during the traditional day, and the recent addition of a Graduation Coach.

In both the 2019 and 2020 test administration, La Jolla High School students performed better than their District counterparts, as well as 11th grade students statewide. There was a drop in the percentage of students meeting state standards in the 2019 administration from the previous year. This is in part due to the fact that a number of our highest performing students opted out of the test as some were scheduled to take the test before the AP testing window, while others were scheduled to take the test in the week following the AP testing window. The LJHS administrative team is working with teachers and student representatives to examine ways to encourage students to become more invested in the CAASPP tests and to develop a school-wide campaign to challenge students to do their best on the exams. The subcommittee is also examining ways to best implement the testing window to increase student achievement.

***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).

To accomplish this goal, our team will communicate to students with 2 or more D and F grades in each month. An action plan will be developed to engage students at school and provide resources/supports. This communication will include steps parents/guardians can take to improve their student's academic progress. Contacts will be made by office staff, administrators, or counselors. A monthly log will record the contacts.

***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.

PLC teams will continue to not only look at classroom and departmental wide data but will continue to drill down into the students level data so that no student is left outside the sphere of success.

La Jolla High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	PTA	Communication: Academic Progress	N/A	100%	Other - Describe in objective
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	PTA	Weekly communication	N/A	100%	Other - Describe in Objective
June 2023	PTA	Monthly eBlast re: updates and stakeholder information from other meetings	N/A	100%	Other - Describe in Objective
Strategy 1: Coffee with the Principal (Goal 6)					
*Families to be served by this Strategy/Activity					
All students. Focus on ELL's and SWD.					
*Strategy/Activity - Description					
<p>To create a connection to families, the administration will host monthly "Coffee with the Principal" and PTSA meetings. To accommodate all families these meetings will not always be at the same time. Also, to ensure that all members of the LJHS community receive the same information, the principal will include a short synopsis of the meeting in the weekly eBlast to parents.</p> <ul style="list-style-type: none"> • Work with ASB to continue to develop a strong school spirit and culture • Develop an online tutoring center after school to academically support students • Create communication plan with community (parents, students and staff) • Celebrate students and staff members who are doing great things for building school cultures • Continue to meet with PTSA to work on parent-teacher connection • Work with PTSA to create opportunities to celebrate teachers to help lift school spirit 					
*Additional Supports for this Strategy/Activity					
Will connect with other sites for best practices.					

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**

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
La Jolla High	09800 LCFF Intervention Support	School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
La Jolla High			3000 Benefits			0	\$10,866.45
La Jolla High		School Counselor Total				0.2	\$28,775.05
La Jolla High		(blank)	4301 Supplies	Supplies	11,209.00	0	\$11,209.00
La Jolla High		(blank) Total				0	\$11,209.00
La Jolla High	09800 LCFF Intervention Support Total					0.2	\$39,984.05

La Jolla High 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)

\$ 39,984

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)	\$ 39,984
[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): \$ 39,984

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 39,984

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

La Jolla High School

PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

La Jolla High has developed a written parent & family engagement policy with input from parents. ***This policy development is the result of parent input and suggestions from a number of meetings. The meetings include: SSC meetings and PTSA meetings.***

It has distributed the policy to all parents and guardians.

The policy is disseminated to parents of Back to School meetings and SSC meetings.

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. Add details about the annual meetings in the box below:

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

The school's responsibility is to provide high-quality curriculum and instruction.

The ways parents will be responsible for supporting their children's learning.

The importance of ongoing communication between parents and teachers through frequent reports on student progress; access to staff; opportunities for parents to participate in their child's class; and opportunities to observe classroom activities.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

The parent involvement policy is developed with the input and suggestions from an adequate representation during the SSC, ELAC, PTSA meetings as well as the evening meetings with counselors. It supports a partnership among staff, parents, and the community to improve student academic achievement.

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?

Parents participate in a number of programs at school including SSC, ELAC, PTSA, SSGT, WASC focus group, and evening and morning meetings with updates and school-wide funding that has implications for student academic success.

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

Monthly reports are provided to parents a during the SSC, PTSA, ELAC, Chats with the Principal. The information is posted on the LJHS website and in eBlast.

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?

Representatives from the LJHS's ILT provides progress checks in reference to student achievement results (including grade comparisons).

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?

Parents are invited to participate in the SSC, PTSA, ELAC, Principal Chats and additional parent workshops throughout the school year. The school has a yearly process (monthly SSC meetings) where updates and changes are made periodically. These meetings include adequate representation of parents with children who attend LJHS.

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 principal shares all academic, curriculum and assessment data with all stakeholders. This information is shared during a number of meetings including the SSC, SGT, PTSA, WASC and Principal Chat meetings.

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

The school principal shares all academic, curriculum and assessment data with all stakeholders. This information is shared during a number of meetings including the SSC, SSGT, ELAC, PTSA, WASC and Principal Chat meetings.

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

LJHS educates all staff members at monthly staff meetings and professional development days with strategies to include parents as partners in the education process

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.

LJHS distributes concise information regarding (SSC) meetings and other pertinent parent programs by flyers, the bulletin notices, Marquee, and e-blast, parent connect phone calls and web-based system.

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

Through the PTSA LJHS has Parent Liaisons with available phone numbers and e-mails.

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 High) on (October 5, 2022) and will be in effect for the period of **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 14, 2022).

***Chuck Podhorsky,
Principal of La Jolla High School***

Signature of Authorized Official here

Type date approved.

APPENDIX C**SCHOOL PARENT COMPACT**



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

School-Parent Compact 2022-23
La Jolla High School

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

The school's responsibility is to provide high-quality curriculum and instruction.

The ways parents will be responsible for supporting their children's learning.

The importance of ongoing communication between parents and teachers through frequent reports on student progress; access to staff; opportunities for parents to participate in their child's class; and opportunities to observe classroom activities.

- 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.

Representatives from the LJHS's ILT provides progress checks in reference to student achievement results (including grade comparisons). The school also holds Back to School night presentations for all parents, college support training and provides ongoing communication with families about academic progress.

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

Monthly reports are provided to parents during the SSC, PTSA, ELAC, Chats with the Principal. The information is posted on the LJHS website and in eBlast.

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

The site has many ways for parents to volunteer through the leadership of the PTSA. The PTSA leadership team works closely with the site principal to plan activities, orientations and campus tours. In addition, many parents volunteer to provide lectures in courses on an as needed basis.

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.

Parents are invited to participate in the SSC, PTSA, ELAC, Principal Chats and additional parent workshops throughout the school year. The school has a yearly process (monthly SSC meetings) where updates and changes are made periodically. These meetings include adequate representation of parents with children who attend LJHS.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from 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 High
Grade 11

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	370	73.5	334	70.1	288	77.1	252	72.6	233	75.1	1.6	2.5	370	55.9	328	51.8	286	64.3	248	53.2	237	59.1	3.2	5.9
Female	176	76.1	177	71.2	163	76.7	132	75.0	105	84.8	8.7	9.8	176	52.3	175	50.9	164	64.0	129	51.2	105	57.1	4.8	5.9
Male	194	71.1	157	68.8	125	77.6	120	70.0	128	67.2	-3.9	-2.8	194	59.3	153	52.9	122	64.8	119	55.5	131	60.3	1.0	4.8
African American	8	-	3	-	3	-	4	-	3	-	-	-	8	-	3	-	3	-	3	-	3	-	-	-
Asian	22	100.0	15	86.7	15	86.7	16	93.8	12	75.0	-25.0	-18.8	22	95.5	15	93.3	15	93.3	16	81.3	12	83.3	-12.2	2.0
Filipino	5	-	1	-	1	-	4	-	1	-	-	-	5	-	1	-	1	-	3	-	1	-	-	-
Hispanic	127	51.2	110	43.6	66	50.0	87	52.9	51	66.7	15.5	13.8	127	28.3	111	22.5	67	28.4	84	28.6	50	38.0	9.7	9.4
Native American	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
White	178	84.8	168	81.0	171	85.4	117	81.2	136	76.5	-8.3	-4.7	178	69.1	161	61.5	169	73.4	118	65.3	141	62.4	-6.7	-2.9
Multiracial	25	88.0	30	86.7	28	92.9	24	91.7	28	82.1	-5.9	-9.6	25	72.0	30	76.7	27	85.2	24	66.7	28	75.0	3.0	8.3
English Learner	5	-	15	0.0	7	-	3	-	3	-	-	-	5	-	15	6.7	7	-	3	-	3	-	-	-
English-Speaking	365	74.5	319	73.4	281	79.0	249	73.5	230	76.1	1.6	2.6	365	56.7	313	54.0	279	65.9	245	53.9	234	59.8	3.1	5.9
Reclassified†	83	53.0	60	45.0	57	57.9	66	57.6	28	53.6	0.6	-4.0	83	31.3	61	19.7	58	37.9	63	28.6	27	40.7	9.4	12.1
Initially Eng. Speaking	282	80.9	259	79.9	224	84.4	183	79.2	202	79.2	-1.7	0.0	282	64.2	252	62.3	221	73.3	182	62.6	207	62.3	-1.9	-0.3
Econ. Disadv.*	126	57.1	98	46.9	70	51.4	71	54.9	47	63.8	6.7	8.9	126	33.3	99	22.2	70	35.7	65	29.2	47	44.7	11.4	15.5
Non-Econ. Disadv.	244	82.0	236	79.7	218	85.3	181	79.6	186	78.0	-4.0	-1.6	244	67.6	229	64.6	216	73.6	183	61.7	190	62.6	-5.0	0.9
Gifted	153	88.2	141	87.9	130	89.2	118	83.1	122	89.3	1.1	6.2	153	77.8	137	79.6	128	83.6	115	72.2	122	77.9	0.1	5.7
Not Gifted	217	63.1	193	57.0	158	67.1	134	63.4	111	59.5	-3.6	-3.9	217	40.6	191	31.9	158	48.7	133	36.8	115	39.1	-1.5	2.3
With Disabilities	22	31.8	25	36.0	16	50.0	16	43.8	13	23.1	-8.7	-20.7	22	18.2	25	20.0	15	46.7	16	0.0	12	41.7	23.5	41.7
WO Disabilities	348	76.1	309	72.8	272	78.7	236	74.6	220	78.2	2.1	3.6	348	58.3	303	54.5	271	65.3	232	56.9	225	60.0	1.7	3.1
Homeless	4	-	0	-	2	-	1	-	4	-	-	-	4	-	0	-	2	-	2	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	5	-	6	-	5	-	-	-	4	-	2	-	5	-	6	-	4	-	-	-

* 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**

SCHOOL NAME: LA JOLLA HIGH

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

To accomplish this goal, our team (Counselor, Administrator and Teachers) will communicate to students with 2 or more D or F Grades each month. An action plan will be developed to engage students at school and provide resources/supports. Contacts will be made by office staff, administrators, or counselors. A monthly log will record the contacts with the goal of supporting all students to reengage in a successful high school progression.

***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.

La Jolla High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

School Counselor	0.20000	\$27,499.57	09800-1210	Support Graduation Rate and monitor student achievement	Every grading period LJHS's student information specialist runs a D and F list for the counselors. The counselors then follow-up with students: eleventh and twelfth grade students who have at least one D and/or F, and ninth and tenth grade students with multiple Ds/Fs in core subjects. The counseling staff then decides on the next best step for these students including one-on-one conferences, support groups, recommendations for tutoring and other remediation	The dropout rate at LJHS is low (2%) due to school climate and student support programs. Counselors and support teams will continue work with teachers and Administration to identify high-risk students early on.	LJHS students appear to struggle in Integrated Math I and II, with over 40% D/F grades in the 2022-23 school year especially post COVID online learning. One great need that was generated from these meetings was for an overhaul of our tutoring program and responding to Post COVID struggling students.
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La Jolla High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>programs. The counseling staff also holds quarterly meetings with parents and all students who have 3 or more Ds and/or Fs to initiate or monitor student intervention strategies. These strategies include tutoring recommendations, review of course placement, student-peer pairings, course remediation recommendations, possible recommendation to iHigh options.</p>		

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

ELA staff will re-evaluate and, if necessary, revise current common tasks and common assessments. Focus should be on the standards and how they are reflected in these common task/assessments. Staff will implement tasks/assessments and then meet monthly to discuss the results. Data should be collected (Illuminate) and remediation plans, with follow up assessments, should be developed for at-risk students.

*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.
Classroom Teacher Hrly		\$8,386.70	09800-1157	Paying staff to work on common tasks, reviewing student performance on common	LJHS Administration created a plan to staff the tutoring center with teachers, rather	The dropout rate at LJHS is low (2%) due to school climate and student support programs.	LJHS students appear to struggle in Integrated Math I and II, with over 40% D/F grades in the 2022-

La Jolla High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				tasks/assessments and remediation support for at risk students.	then relying on student/peer tutors. Tutoring is available afterschool in the library Mondays through Fridays. Additional support developed from the D/F data analysis include the introduction of Math Night offering additional tutoring at the Jacobs center in the home neighborhood of our PISC students, focus on finding math teacher supports and PD training, emphasis on math courses for Focus Walks in the 2022-23 school year.	Counselors and support teams will continue work with teachers and Administration to identify high-risk students early on	23 school year especially post COVID online learning. One great need that was generated from these meetings was for an overhaul of our tutoring program and responding to Post COVID struggling students.
Supplies		\$583.00	09800-4301	Supplemental supplies to support access for students within the core curriculum and the supplemental	To support strategies listed above in the 2022-23 school year	NA	NA

La Jolla High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				work created by the site.			

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

Math staff will disaggregate subgroup data for common assessments and re-evaluate/revise current common tasks and common assessments. Focus should be on the standards and how they are reflected in these common task/assessments. Staff will implement tasks/assessments and then meet monthly to discuss the results. Data should be collected (Illuminate) and remediation plans, with follow up assessments, should be developed for at-risk students.

*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.
Classroom Teacher Hrly	--	--	09800-1157	Paying staff to work on common tasks, reviewing student performance on common			

La Jolla High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				tasks/assessments and remediation support for at risk students.			
Supplies	--	--	09800-4301	Supplemental support for students to provide access to site based curriculum and assessments.			

Goal 4- Supporting English Learners

Strategy/Activity 1

*Strategy/Activity - Description

The new MVP math curriculum will give EL students opportunities to acquire English within the context of Mathematics and support cross curricular ELD. The framework for supporting English language learners (ELLs) in this curriculum includes four design principles for promoting language development in all areas curriculum and instruction. The design principles and related routines work to make language development an integral part of planning and delivering instruction while guiding teachers to amplify the most important language that students are expected to bring to bear on the central ELA and Math units. The four design principles are:

- Support Sense-Making
- Optimize Output
- Cultivate Conversation

Math and ELA staff will disaggregate subgroup data for common assessments and re-evaluate/revise current common tasks and common assessments. Focus should be on the standards and how they are reflected in these common task/assessments. Staff will implement tasks/assessments and then meet monthly to discuss the results. Data should be collected (Illuminate) and remediation plans, with follow up assessments, should be developed for at-risk students.

*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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

La Jolla High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	Paying staff to work on common tasks, reviewing student performance on common tasks/assessments and remediation support for at risk students.			
Supplies	--	--	09800-4301	To support our English Learners and their development in the Academic Language of their core curriculum, additional instructional materials will be provided.			
Strategy/Activity 2							
*Strategy/Activity - Description							
Retired teacher will support the administration for the ELPAC testing and reclassification of our English Learners.							
*Proposed Expenditures for this Strategy/Activity							
<p style="text-align: center;"><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p style="text-align: center;"><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							

La Jolla High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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.
Supplies	--	--	09800-4301	Supplies to support ELPAC Testing.			

What are my leadership strategies in service of the goals?