THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SCRIPPS ELEMENTARY SCHOOL

2018-19

37-68338-6119135
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: Sloan, Elizabeth
Contact Person: Sloan, Elizabeth
Position: Principal
Telephone Number: 858/693-8593
Address: 11778 Cypress Canyon, Scripps Elementary, San Diego, CA, 92131,
E-mail Address: lsloan@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

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

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: E. B. Scripps

SITE CONTACT PERSON: Liz Sloan

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│ **DUE: April 6, 2018 (Traditional)** │
│ **May 2, 2018 (Year Round)** │
└─────────────────────────────────┘

PHONE: 858 693-8593 FAX: 858 693 3604 E-MAIL ADDRESS: lsloan @ sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
☐ Title 1 Schoolwide Programs (SWP)

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

☐ English Learner Advisory Committee (ELAC)	Date of presentation: _____
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
☑ Site Governance Team (SGT)	Date of presentation: 4-18-18
☑ Other (list): AFP	Date of presentation: 4-3-18

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: 4-4-18

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

Liz Sloan	[signature]	4-6-18
Type/Print Name of School Principal	Signature of School Principal	Date
Sunil Moorjani	[signature]	4/22/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Monika Hazel	[signature]	4/23/18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Mission Statement
Our mission is to provide a world-class educational experience that prepares our students to meet the opportunities and challenges of the 21st century successfully. We value the whole child, high academic and civic standards, creativity, diversity, parent and community involvement, collaboration, accountability and lifelong learning.

What Makes Us Special
We are a school community with

- Supportive and involved parents
- Students who come to school eager to learn
- A compassionate faculty devoted to their work, students and co-workers
- Students, parents, teachers and community members dreaming together, keeping a supportive tone at the forefront of their work
- Literacy-rich experiences for our students
- A joy for lifelong learning
- Scholarly teaching and learning...
... and the list continues.

Guiding Values and Principles:
 At Ellen Browning Scripps Elementary School ...
- All decisions are made in the best interests of the children.
- Parents are welcome and visible partners in the teaching and learning process.
- All programs and services are designed to ensure challenges and equal opportunity for all students.
- All programs and services are collaboratively designed.
- Decision-making is collaborative, and consensus is sought. The school principal is the final decision-making authority in the event that consensus cannot be reached or in cases where statute or district policy dictate decision outcomes.
- A "no-fault" policy is practiced, meaning everyone has a right to present his/her opinion about E.B. Scripps' educational program.
- High academic and civic standards exist and are clearly communicated.
- All programs and services are evaluated based on outcomes.
- All members of the school community, including students, school professionals, parents and others, share accountability for student achievement.
- We value lifelong learning and support all members of the school community -- including students, school professionals, parents and others -- to acquire lifelong learning skills.

- We seek to create conditions that promote the growth and development of all members of the school community, including students, school professionals, parents and others.
- We cherish and embrace diversity.
- We focus on the whole child.
- Literacy is the heart of all we do.

Areas of Need and Interventions

Our school has approximately 740 students. Our student population with the greatest need is our English Learner population which is usually about 100 students. We have students at our school coming from many different countries and over 20 native languages are represented. We do not get any categorical money to support our English Learners so all of our interventions are site funded. Our TK program is a half day program so that teacher spends the afternoons working with our English Learners. She runs pull-out groups to support ELL with various needs. She also gives intensive instruction twice a week to our newcomers who don't speak a word of English. We have great success with our English Learners. Most of them are reclassified by the time they move on to Middle School.

SCHOOL VISION AND REALITY

EBS will provide a world-class education in a school environment which is engaging, challenging, safe, relevant and supportive in order for every single EBS student to become a productive citizen of the 21st Century who is an inquisitive, hard-working, critical thinker with strong character who "dreams big."

We are currently a high performing school with high levels of parent involvement. We believe in educating the whole child so we provide a strong character education program, music, art and physical education in addition to a strong academic program aligned with the Common Core State Standards.

CORE AND SUPPLEMENTAL SUPPORTS
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

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

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

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

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

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

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions.   Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.
With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS
The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.
Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT
Budget input was gathered at our SGT, SSC, AFP (parent foundation) and Staff Meetings at the beginning of February. A final budget and the SPSA were presented again at SGT and SSC meetings.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Michelle Gil	Teacher
Tom Waczek	Teacher
Gretchen Casey Nakanishi	Teacher
Della Causee	Other School Representative
Sujata Ranchandran	Parent/CM
Neesha Desai	Parent/CM
Sunil Moorjani	Parent/CM
Fran Ayalasomayajula	Parent/CM
Abhijeet Prasad	Parent/CM
Elizabeth Sloan	Principal

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts
English/Language Arts SMART Goal:
By June 2019, 85% (approx. 93 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, 91% (approx. 121 5th graders) will meet or exceed standards in ELA on the SBAC exam.
Closing the Gap SMART Goal:
*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).
Subgroup: English Learners students
By June 2019, 90% (approx. 25 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, 92% (approx. 27 5th graders) will meet or exceed standards in ELA on the SBAC exam.
Subgroup: Students with Disabilities
By June 2019, 60% (approx. 5 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, 60% (approx. 7 5th graders) will meet or exceed standards in ELA on the SBAC exam.
WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other
Other Assessments (Please Specify):
Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?
Teachers will meet by grade level/department to analyze DRA and SRI achievement 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 85% (approx. 93 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 90% (approx. 120 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

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

Subgroup: English Learners

By June 2019, 90% (approx. 25 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 90% (approx. 25 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 55% (approx. 5 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 55% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

Teachers will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner
English Learner SMART Goal:
By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.
Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☒ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):
Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
Teachers will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 95% (approx. 122 3rd graders) will meet or exceed level 38 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):

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

Subgroup: English Learners students

By June 2019, at least 90% (approx. 25 3rd graders) will meet or exceed level 38 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 55% (approx. 7 3rd graders) will meet or exceed level 38 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 3 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal:
By June 2019, 100% (approx. 756 families) will receive information regarding academic and citizenship progress of their children.
By June 2019, 98% of families will have attended at least one even on campus during the 2018-2019 school year.
Targeted Population:
Parents of students in grades 4 & 5 and those whose first language is not English are least represented at school events.
What data did you use to form these goals?:
We will use sign-in sheets to determine the percentage of parents who attend school events and/or take part in volunteerism, site governance or foundation activities.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?
Teachers and principal will meet 3 per year to analyze student progress using site developed criteria. Families are contacted based on progress. Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive ELD instruction based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading/small group instruction.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)
- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist may provide push in supplemental small group instruction for targeted students in need including students with IEPs.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff to address literacy needs of students who are two or more years below proficiency.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

In order to meet ELA/Math/ELD goals, we have implemented a Cycle of Professional Learning to strengthen teaching in all academic areas. Teachers work in grade level Professional Learning Communities for a half day twice a month. The purpose of the Professional Learning Communities is to analyze achievement and identify areas of need. Then we design lessons and assessments aligned to the CCSS. Lessons are designed to maximize instructional time. This planning allows us to makes sure that every moment of the day is used in the most effective manner.

There is no funding tied to this goal. Our school has no categorical money.

How will you monitor these strategies/activities?:

Grade level PLCs and Administrator oversight.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

In order to meet ELA/Math/ELD goals, we have implemented a Cycle of Professional Learning to strengthen teaching in all academic areas. Teachers work in grade level Professional Learning Communities for a half day twice a month. The purpose of the Professional Learning Communities is to analyze achievement and identify areas of need. Then we design lessons and assessments aligned to the CCSS. Our Professional Learning Communities also design specific interventions for our English Learners.

There is no funding tied to this goal. Our school has no categorical money.

How will you monitor these strategies/activities?:

Grade level PLCs and Administrator oversight.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

In order to meet ELA/Math/ELD goals, we have implemented a Cycle of Professional Learning to strengthen teaching in all academic areas. Teachers work in grade level Professional Learning Communities for a half day twice a month. The purpose of the Professional Learning Communities is to analyze achievement and identify areas of need. Then we design lessons and assessments aligned to the CCSS.

We also have a Professional Development Conference once a month. This PD is planned by our Instructional Leadership Team to make sure that it is meeting the needs of all teachers.

There is no funding tied to this goal. Our school has no categorical money.

How will you monitor these strategies/activities?:

Grade level PLCs and Administrator oversight.

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

Our school has a strong Character Education program that teaches students how deal with adversity. We are teaching all students the concept of Growth Mindset and how to build resilience. This will give them the necessary skills to persevere through hard times.

There is no money supporting this goal. We do not get any categorical money.

How will you monitor these strategies/activities?:
Grade level PLCs and Administrator oversight.

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

We have over 650 registered active parent volunteers. We also have 2 to 5 parent events per month, many in the evening when working parents can attend. We publish an update in the Scripps Ranch Newsletter each month. We have a Facebook page and a Twitter account. Our website is updated frequently with up-to-date information and news. We also email a weekly newsletter to parents to make sure they know about all the events taking place and all the opportunities to be involved.

There is no money associate with this goal. All the money for this is raised by parents since we do not have a categorical budget.

How will you monitor these strategies/activities?:
Grade level PLCs and Administrator oversight.

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

90% of our English Learners will increase a minimum of one OPL on the CELDT each year.

Our teachers meet in grade level Professional Learning Communities twice a month for a half day. During their PLCs they analyze data, determine areas of need and plan lessons accordingly. They also discuss students and design interventions as needed. We get no categorical money to support this goal.

Identified Need::

We have about 120 English Learners. Our goal is to bring their achievement up to the same level as our FEP students. In most cases, we achieve this goal by the time a student reaches 5th grade. We get no money to support this goal.

Target Group::

English Learners

Monitoring::

We monitor progress using the CELDT, Interim Assessments, and WRAP, DRA and student work samples.

Personnel Responsible::

All teachers are responsible for monitoring the progress of their own students and meeting their needs. We also have an ELL support teacher who pulls out EL groups in the afternoon for additional support.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

90% of our English Learners will increase a minimum of one OPL on the CELDT each year.

Identified Need::

We have approximately 120 English Learners at EBS. Our goal is to reclassify all English Learners by the time they leave us for middle school.

Target Group::

Our target group is all our English Learners.

Monitoring::

We are monitoring their progress through the CELDT and on-going school-designed assessments.

Personnel Responsible::

All teachers and support personnel are responsible for the assuring that our English Learners reach English Language Proficiency.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site

and how will you utilize your funds to maximize results for students?

Professional Development Goal:
Successful implementation of the new Lucy Calking writing program. We get no funds...
Identified Need::
We have a new program which we must learn how to teach.
Target Group::
All teachers
Monitoring::
Classroom observations and review of assessment data.
Personnel Responsible::
The principal and vice principal monitor the progress of the teachers in implementing this new writing program.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Computer Asst -	0.3316	$8,093.69	$18,177.84	0090-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	Computer Lab supports all students in all academic areas.
Supplies		$29.00	$29.00	0090-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	Classroom supplies for academics

APPENDICES

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

A. Data Reports

B. Parent Involvement Policy for Non-Title I Schools

C. Home/School Compact

D. MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

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

• Illuminate
• CDE: http://caaspp.cde.ca.gov/sb2017/Search

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

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	349	87.1	346	86.1	361	83.4	-3.7	-2.7	347	80.4	345	82.6	363	85.4	5.0	2.8
Female	162	90.7	170	89.4	181	85.6	-5.1	-3.8	161	79.5	170	81.8	183	83.6	4.1	1.8
Male	187	84.0	176	83.0	180	81.1	-2.9	-1.9	186	81.2	175	83.4	180	87.2	6.0	3.8
African American	9	-	9	-	9	-	-	-	9	-	9	-	9	-	-	-
Asian	67	94.0	71	94.4	82	89.0	-5.0	-5.4	67	92.5	71	93.0	84	95.2	2.7	2.2
Filipino	10	100.0	9	-	7	-	-	-	10	90.0	8	-	7	-	-	-
Hispanic	29	86.2	35	71.4	42	73.8	-12.4	2.4	29	69.0	35	82.9	42	71.4	2.4	-11.5
Indochinese	17	94.1	20	80.0	31	71.0	-23.1	-9.0	17	88.2	20	80.0	31	83.9	-4.3	3.9
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	167	84.4	149	84.6	131	84.7	0.3	0.1	165	78.8	149	79.9	131	84.0	5.2	4.1
Multiracial	50	84.0	53	90.6	59	86.4	2.4	-4.2	50	82.0	53	84.9	59	89.8	7.8	4.9
English Learner	36	72.2	13	38.5	8	-	-	-	36	63.9	13	30.8	10	80.0	16.1	49.2
English-Speaking	313	88.8	333	88.0	353	84.7	-4.1	-3.3	311	82.3	332	84.6	353	85.6	3.3	1.0
Reclassified†	26	100.0	41	97.6	55	81.8	-18.2	-15.8	26	96.2	41	90.2	55	85.5	-10.7	-4.7
Initially Eng. Speaking	287	87.8	292	86.6	298	85.2	-2.6	-1.4	285	81.1	291	83.8	298	85.6	4.5	1.8
Econ. Disadv.*	21	81.0	33	78.8	33	72.7	-8.3	-6.1	21	66.7	33	69.7	33	72.7	6.0	3.0
Non-Econ. Disadv.	328	87.5	313	86.9	328	84.5	-3.0	-2.4	326	81.3	312	84.0	330	86.7	5.4	2.7
Gifted	181	96.1	185	94.6	160	95.6	-0.5	1.0	179	92.2	185	92.4	160	96.9	4.7	4.5
Not Gifted	168	77.4	161	76.4	201	73.6	-3.8	-2.8	168	67.9	160	71.3	203	76.4	8.5	5.1
With Disabilities	34	58.8	29	58.6	24	50.0	-8.8	-8.6	34	50.0	29	44.8	24	50.0	0.0	5.2
WO Disabilities	315	90.2	317	88.6	337	85.8	-4.4	-2.8	313	83.7	316	86.1	339	87.9	4.2	1.8
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	25	80.0	18	72.2	19	84.2	4.2	12.0	25	76.0	18	66.7	19	78.9	2.9	12.2

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

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

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	114	78.1	119	83.2	133	79.7	1.6	-3.5		114	83.3	119	92.4	135	89.6	6.3	-2.8
Female	49	81.6	68	89.7	66	83.3	1.7	-6.4		49	79.6	68	91.2	68	91.2	11.6	0.0
Male	65	75.4	51	74.5	67	76.1	0.7	1.6		65	86.2	51	94.1	67	88.1	1.9	-6.0
African American	2	-	3	-	3	-	-	-		2	-	3	-	3	-	-	-
Asian	21	85.7	32	93.8	30	80.0	-5.7	-13.8		21	90.5	32	100.0	32	96.9	6.4	-3.1
Filipino	3	-	3	-	0	-	-	-		3	-	3	-	0	-	-	-
Hispanic	12	83.3	14	57.1	14	57.1	-26.2	0.0		12	66.7	14	92.9	14	64.3	-2.4	-28.6
Indochinese	9	-	7	-	14	64.3	-	-		9	-	7	-	14	78.6	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	47	70.2	43	88.4	50	86.0	15.8	-2.4		47	83.0	43	95.3	50	92.0	9.0	-3.3
Multiracial	20	75.0	17	82.4	22	86.4	11.4	4.0		20	90.0	17	82.4	22	95.5	5.5	13.1
English Learner	25	72.0	5	-	5	-	-	-		25	68.0	5	-	7	-	-	-
English-Speaking	89	79.8	114	85.1	128	82.0	2.2	-3.1		89	87.6	114	93.9	128	89.8	2.2	-4.1
Reclassified†	0	-	10	100.0	19	84.2	-	-15.8		0	-	10	100.0	19	94.7	-	-5.3
Initially Eng. Speaking	89	79.8	104	83.7	109	81.7	1.9	-2.0		89	87.6	104	93.3	109	89.0	1.4	-4.3
Econ. Disadv.*	10	90.0	13	76.9	11	72.7	-17.3	-4.2		10	90.0	13	84.6	11	63.6	-26.4	-21.0
Non-Econ. Disadv.	104	76.9	106	84.0	122	80.3	3.4	-3.7		104	82.7	106	93.4	124	91.9	9.2	-1.5
Gifted	53	90.6	61	90.2	50	96.0	5.4	5.8		53	92.5	61	98.4	50	100.0	7.5	1.6
Not Gifted	61	67.2	58	75.9	83	69.9	2.7	-6.0		61	75.4	58	86.2	85	83.5	8.1	-2.7
With Disabilities	7	-	6	-	9	-	-	-		7	-	6	-	9	-	-	-
WO Disabilities	107	81.3	113	84.1	124	81.5	0.2	-2.6		107	84.1	113	92.9	126	91.3	7.2	-1.6
Homeless	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	9	-	4	-	9	-	-	-		9	-	4	-	9	-	-	-

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

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

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	126	89.7	116	85.3	114	89.5	-0.2	4.2		125	76.0	115	78.3	114	89.5	13.5	11.2
Female	60	91.7	47	83.0	65	90.8	-0.9	7.8		60	75.0	47	72.3	65	84.6	9.6	12.3
Male	66	87.9	69	87.0	49	87.8	-0.1	0.8		65	76.9	68	82.4	49	95.9	19.0	13.5
African American	3	-	3	-	3	-	-	-		3	-	3	-	3	-	-	-
Asian	22	100.0	21	90.5	32	96.9	-3.1	6.4		22	86.4	21	90.5	32	96.9	10.5	6.4
Filipino	1	-	4	-	2	-	-	-		1	-	3	-	2	-	-	-
Hispanic	8	-	14	78.6	15	86.7	-	8.1		8	-	14	78.6	15	80.0	-	1.4
Indochinese	5	-	9	-	7	-	-	-		5	-	9	-	7	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	70	88.6	44	79.5	40	92.5	3.9	13.0		69	76.8	44	70.5	40	90.0	13.2	19.5
Multiracial	17	82.4	21	95.2	15	80.0	-2.4	-15.2		17	70.6	21	85.7	15	86.7	16.1	1.0
English Learner	9	-	5	-	2	-	-	-		9	-	5	-	2	-	-	-
English-Speaking	117	91.5	111	88.3	112	90.2	-1.3	1.9		116	78.4	110	80.9	112	89.3	10.9	8.4
Reclassified†	12	100.0	19	94.7	14	85.7	-14.3	-9.0		12	91.7	19	89.5	14	85.7	-6.0	-3.8
Initially Eng. Speaking	105	90.5	92	87.0	98	90.8	0.3	3.8		104	76.9	91	79.1	98	89.8	12.9	10.7
Econ. Disadv.*	8	-	11	81.8	10	80.0	-	-1.8		8	-	11	81.8	10	80.0	-	-1.8
Non-Econ. Disadv.	118	91.5	105	85.7	104	90.4	-1.1	4.7		117	78.6	104	77.9	104	90.4	11.8	12.5
Gifted	66	98.5	52	94.2	54	96.3	-2.2	2.1		65	89.2	52	94.2	54	100.0	10.8	5.8
Not Gifted	60	80.0	64	78.1	60	83.3	3.3	5.2		60	61.7	63	65.1	60	80.0	18.3	14.9
With Disabilities	15	60.0	8	-	7	-	-	-		15	40.0	8	-	7	-	-	-
WO Disabilities	111	93.7	108	88.0	107	91.6	-2.1	3.6		110	80.9	107	81.3	107	91.6	10.7	10.3
Homeless	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	10	70.0	5	-	3	-	-	-		10	70.0	5	-	3	-	-	-

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

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

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	109	93.6	111	90.1	114	81.6	-12.0	-8.5		108	82.4	111	76.6	114	76.3	-6.1	-0.3
Female	53	98.1	55	94.5	50	82.0	-16.1	-12.5		52	84.6	55	78.2	50	72.0	-12.6	-6.2
Male	56	89.3	56	85.7	64	81.3	-8.0	-4.4		56	80.4	56	75.0	64	79.7	-0.7	4.7
African American	4	-	3	-	3	-	-	-		4	-	3	-	3	-	-	-
Asian	24	95.8	18	100.0	20	90.0	-5.8	-10.0		24	100.0	18	83.3	20	90.0	-10.0	6.7
Filipino	6	-	2	-	5	-	-	-		6	-	2	-	5	-	-	-
Hispanic	9	-	7	-	13	76.9	-	-		9	-	7	-	13	69.2	-	-
Indochinese	3	-	4	-	10	90.0	-	-		3	-	4	-	10	90.0	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	50	92.0	62	85.5	41	75.6	-16.4	-9.9		49	77.6	62	75.8	41	68.3	-9.3	-7.5
Multiracial	13	100.0	15	93.3	22	90.9	-9.1	-2.4		13	84.6	15	86.7	22	86.4	1.8	-0.3
English Learner	2	-	3	-	1	-	-	-		2	-	3	-	1	-	-	-
English-Speaking	107	93.5	108	90.7	113	82.3	-11.2	-8.4		106	82.1	108	78.7	113	77.0	-5.1	-1.7
Reclassified†	14	100.0	12	100.0	22	77.3	-22.7	-22.7		14	100.0	12	83.3	22	77.3	-22.7	-6.0
Initially Eng. Speaking	93	92.5	96	89.6	91	83.5	-9.0	-6.1		92	79.3	96	78.1	91	76.9	-2.4	-1.2
Econ. Disadv.*	3	-	9	-	12	66.7	-	-		3	-	9	-	12	75.0	-	-
Non-Econ. Disadv.	106	93.4	102	91.2	102	83.3	-10.1	-7.9		105	82.9	102	80.4	102	76.5	-6.4	-3.9
Gifted	62	98.4	72	98.6	56	94.6	-3.8	-4.0		61	95.1	72	86.1	56	91.1	-4.0	5.0
Not Gifted	47	87.2	39	74.4	58	69.0	-18.2	-5.4		47	66.0	39	59.0	58	62.1	-3.9	3.1
With Disabilities	12	75.0	15	60.0	8	-	-	-		12	50.0	15	33.3	8	-	-	-
WO Disabilities	97	95.9	96	94.8	106	84.9	-11.0	-9.9		96	86.5	96	83.3	106	80.2	-6.3	-3.1
Homeless	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	6	-	9	-	7	-	-	-		6	-	9	-	7	-	-	-

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

APPENDIX B

PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS

Ellen Browning Scripps Elementary School
PARENT INVOLVEMENT POLICY

Ellen Browning Scripps Elementary School **(EBS)** has developed a written parental involvement policy with input from parents. This plan was developed with input from the School Site Council. Every year the SSC reviews and revises the plan to make sure it is accurate and effective. The SSC voted to approve this document.

The school has distributed the policy to our EBS parents. This plan will be emailed out to all parents. In addition, it will be posted on our community bulletin board, added to our website and a paper copy will be available in the office.

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

Parent Involvement
To involve parents at Ellen Browning Scripps Elementary School the following practices have been established:

- The school convenes an annual meeting to inform parents of EBS students about EBS requirements and about the right of parents to be involved. This meeting is done in conjunction with our SSC. Agendas are posted so that parents know when we will be discussing the policy.   Our Parent Involvement Policy is also presented at our monthly AFP Parent Meeting.

- The school offers a flexible number of meetings for EBS parents, such as meetings in the morning or evening. Meetings are offered at various times of day so as to be convenient to parents. For example, we have had parent budget input meetings before school.

- The school involves parents of EBS students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.
    - Parents are closely involved in planning many of our programs. For example, parents work closely with teachers to provide reading support through Everyone a Reader. They also give input on the Fine Artist Program, the Computer Literacy Program and Family Science Night. Our parents are highly involved in all aspects of the school. We have about 35 parents on campus volunteering every day.

- The school provides parents of EBS students with timely information about programs. Information about our programs is emailed out to parents in the school's "EBS News." In addition, teachers send home newsletters and most teachers have important information about all the programs which involve their class on their webpage. Important announcements are sent home via phone call and posted on the main page of our website and the "News" section of our website.

- The school provides parents of EBS students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Teachers explain the curriculum to parents at Back to School Night. At parent conferences, teachers explain to parents how their student is progressing in relation to Common Core proficiency levels. All parents attend at least one conference a year. Parents of struggling students are required to attend two parent conferences a year.

- If requested by parents of EBS students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents are invited to our Site Governance Meeting and School Site Council which take place once a month. In addition, we have an ELAC which meets on a regular basis. Parents are also invited to GATE Parent Night, Common Core Literacy Night and other meetings as scheduled which help parents understand our curriculum and expectations and give parents a chance to ask questions and give input.

School-Parent Compact

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

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

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

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The Home School Compact was developed by the School Site Council. It is reviewed and revised every year and then sent out to parents.

Building Capacity for Involvement

Ellen Browning Scripps Elementary School engages EBS parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides EBS parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. We have held Common Core Literacy Parent Night, GATE Parent Night and ELAC Meetings to educate parents about the curriculum and to help them understand how to support their child at home.

- The school provides EBS parents with materials and training to help them work with their children to improve their children's achievement. Teachers meet with individual parents as needed to suggest way to support students at home. In addition, the school hosts several

parent meetings a year which explain academic expectations to parents and suggest ways of supporting students at home.

- With the assistance of EBS parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Our school has an extremely high level of parent participation. Parents are an integral part of our school.

- The school coordinates and integrates the EBS parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. We have a high level of parent participation in the classroom. Almost all of our parents participate in school events from volunteering in the classroom, attending special events, going on field trips, attending Family Science Night. We also host meetings designed to educate parents in ways to support their child's education. These include Back to School Night, Common Core Parent Nights, GATE Parent Night, and ELAC meetings.

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

- The school provides support for parental involvement activities requested by EBS parents. Parents frequently suggest activities and programs for the school. Some of these suggestions are taken to Site Governance Committee, some are taken to the School Site Council and some are presented to the Parent Foundation . Many of the programs and activities we offer at our school were originally suggested by parents.

Accessibility
Ellen Browning Scripps Elementary School provides opportunities for the participation of all EBS 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. We send out information in a variety of formats in order to reach as many parents as possible. These include telephone calls, emails, paper newsletters and flyers, announcements on the marquee, announcements via the P.A. system, Facebook , Twitter , website notices and a monthly posting in the Scripps Ranch Community Association Newsletter which is delivered to all residences in Scripps Ranch. When we have parents who do not understand English we provide translated material or we engage a translator for meetings.

APPENDIX C

HOME/SCHOOL COMPACT

ELLEN BROWNING SCRIPPS ELEMENTARY SCHOOL
HOME/SCHOOL COMPACT
2018-2019

Ellen Browning Scripps Elementary and the parents of the students participating in activities, services, and programs at this school agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

School Responsibilities

Ellen Browning Scripps Elementary will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement
- Provide parents with frequent reports on their child's progress, as needed
- Provide parents with information on curriculum and classroom activities
- Provide parents reasonable access to staff
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities
- Provide a parent night such as Open House

OVER →

Parent Responsibilities

We, as parents, will support our child's learning by:

- Getting my child to school on time
- Maintaining excellent attendance
- Making sure that homework is completed
- Monitoring my child's non-academic screen time (TV, video games, internet, etc.)
- Volunteering in or out of my child's classroom, if possible
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, by mail or by email and responding, as appropriate
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups

Student responsibilities

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

- Doing my homework every day and asking for help when I need it
- Reading at least 20 - 30 minutes every day, five days a week
- Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Contributing to a positive climate on campus
- Listening and participating in class
- Giving maximum effort in all I do

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Scripps Elementary	**09800**	2231	**Other Support Prsnl PARAS**	Computer Asst	0.3316	$ 8,093.69
		3000	**Employee Benefits**			$ 10,084.15
		4301	**Supplies**			$ 29.00
	09800 Total				**0.3316**	**$ 18,206.84**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

![San Diego Unified School District logo]

SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: EB Scripps

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	We need to look at how we use our instructional time and decide if there are ways we could make better use of our instructional time.
CLOSING THE ACHIEVEMENT GAP	We will continue to work on our newly created RTI procedure with a goal of full implementation in the 2018-2019 school year.
PROFESSIONAL DEVELOPMENT	We will continue to have one Professional Development per month plus one full day PLC per grade level each month, until funding runs out.
GRADUATION/PROMOTION	We are closely monitoring DRA scores which are the basis of our graduation goal in the SPSA.
PARENT ENGAGEMENT	No additional activities needed in this area.