

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **SCRIPPS ELEMENTARY SCHOOL**

2014-16

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:

Address: 11778 Cypress Canyon, Scripps Elementary, San Diego, CA, 92131,

E-mail Address: lsloan@sandi.net

The following items are included:

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

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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



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

SCHOOL NAME: Ellen Browning Scripps Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Principal Elizabeth Sloan

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):

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

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

- 1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law. 2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval. 3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- English Learner Advisory Committee (ELAC) 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: 2/26/2015 Other (list): AFP Parent Group Date of presentation: 3/3/2015

- 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: 2/26/2015

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.

Elizabeth Sloan Type/Print Name of School Principal

Signature of School Principal

3/11/15 Date

Sunil Moorjani Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

3/11/15 Date

Fabiola Bagula Type/Print Name of Area Superintendent

Signature of Area Superintendent

3/20/15 Date

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

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

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

SCHOOL VISION AND REALITY

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

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

TEACHER ALLOCATIONS:

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

Grades K-3:	1:22
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

COUNSELOR

Scripps Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

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

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

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

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

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

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

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

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/12/2016, 80 % of Scripps Elementary Students will meet or exceed Common Core State Standards in English Language Arts in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:

* By 06/12/2016, 80 % of Scripps Elementary Hispanic or Latino will meet or exceed Common Core State Standards in English Language Arts in Site Developed or PLC Common Assessment(s)

* By 06/12/2016, 60 % of Scripps Elementary Students with Disability will meet or exceed Common Core State Standards in English Language Arts in Site Developed or PLC Common Assessment(s)

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/12/2016, 80 % of Scripps Elementary Students will meet or exceed Common Core State Standards in Mathematics in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
 * By 06/12/2016, 60 % of Scripps Elementary Students with Disability will meet or exceed Common Core State Standards in Mathematics in Site Developed or PLC Common Assessment(s)
 * By 06/12/2016, 80 % of Scripps Elementary Hispanic or Latino will meet or exceed Common Core State Standards in Mathematics in Site Developed or PLC Common Assessment(s)

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
 * By 06/12/2016, 95 % of Scripps Elementary English Learner will grow at least one proficiency band from previous year or reach proficient/advanced in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/12/2016, 80 % of Scripps Elementary Grade 03, Students will reach level 38 in DRA

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

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

* By 06/12/2016, 90 % of Scripps Elementary Parents/Guardians will participate in at least 2 school events in Parent and Community Engagement

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:

Sign-in sheets at parent events will be used to monitor the number of parents participating in school events.

Cycle I (August-November) - Classroom Volunteers, Field Trip Volunteers, Family Science Nights, AFP Meetings, Family Night Out, Monthly SGT and SSC Meetings, ELAC Meetings, Family BBQ, Book Fair, Back to School Night, Fall Festival, Grandpersons Day

Cycle 2 (November -February) - Classroom Volunteers, Field Trip Volunteers, Family Science Nights, AFP Meetings, Family Night Out, Monthly SGT and SSC Meetings, ELAC Meetings, Parent Conferences, Mother-Son Bowling, GATE Parent Night

Cycle 3 (February - April) - Classroom Volunteers, Field Trip Volunteers, Family Science Nights, AFP Meetings, Family Night Out, Monthly SGT and SSC Meetings, ELAC Meetings, Parent Conferences, Father-Daughter Dance, Volunteer Appreciation Event

Cycle 4 (April - June) - Classroom Volunteers, Field Trip Volunteers, Spring Open House, Family Science Nights, AFP Meetings, Family Night Out, Monthly SGT and SSC Meetings, ELAC Meetings, Family BBQ, EBS Idol, Spring Open House, 5th Grade Promotion

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 SELD 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 ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

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

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.

Local Control Funding Formula Goals

Goal 2: Classroom Supports

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 125 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.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$13,262.00	0090-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04	Purchase classroom supplies, books and other learning materials to support the English Learners, special education students, low income students.

APPENDICES

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

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

APPENDIX A

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

Ellen Browning Scripps Elementary

Title 1 Parent Involvement Policy

2014-2015

- ✚ Ellen Browning Scripps Elementary School will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school in a variety of languages when necessary. Topics covered during the meetings will include:
 - a. Improving communication between the school and home.
 - b. Discussing current student assessment data and student progress.
 - c. Providing information about school and district resources for student academic improvement.
 - d. Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
 - e. Conferencing with teachers.
 - f. Providing training programs to help parents support and work with their children at home and at school.
 - g. Advocating for teachers and parents.
 - h. Valuing cultural diversity.

- ✚ Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

- ✚ Information is provided through phone calls, emails, flyers and website informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language.

- ✚ The EBS website and the bulletin board at the front of the school are used to advertise parent meetings and training sessions offered at Ellen Browning Scripps Elementary School, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.

- ✚ During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- ✚ Parents are notified annually of individual student assessment results by the Research and Reporting Department and Assessment Services Department. An explanation of the information is available in several languages.

NOTE: EBS is not a Title I school.



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

Ellen Browning Scripps Elementary School
NON-TITLE I PARENT INVOLVEMENT POLICY

Ellen Browning Scripps Elementary School has developed a written Non-Title I parental involvement policy with input from Non-Title I 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 parents of Non-Title I students. 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 Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Non-Title I Program

To involve parents in the Non-Title I program at Ellen Browning Scripps Elementary School the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. This meeting is done in conjunction with our SSC. Agendas are posted so that parents know when we will be discussing the policy. Our Title 1 policy is also presented at our monthly AFP Parent Meeting.
- The school offers a flexible number of meetings for Non-Title I 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 Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy.
 - 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 Non-Title I students with timely information about Non-Title I 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 Non-Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. 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 Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. 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 Non-Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Non-Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

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 Non-Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. 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 Non-Title I 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 parents meeting a year which explain academic expectations to parents and suggest ways of supporting students at home.

- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Our school has an extremely high level of parent participation. Parents are an integral part of our school.
- The school coordinates and integrates the Non-Title I 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 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 Non-Title I parents in a format and language that the parents understand.
- The school provides support for parental involvement activities requested by Non-Title I 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 AFP. 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 Non-Title I 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, 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 B

HOME/SCHOOL COMPACT

(Provided by the School Site)

ELLEN BROWNING SCRIPPS ELEMENTARY SCHOOL HOME/SCHOOL COMPACT 2014-2015

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:

1. 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.
2. 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.
3. Provide parents with frequent reports on their child's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Provide a parent night such as Open House.

Parent Responsibilities

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

1. Getting my child to school on time.
2. Maintaining excellent attendance
3. Making sure that homework is completed.
4. Monitoring amount of television my child watches.
5. Volunteering in or out of my child's classroom, if possible.
6. Participating, as appropriate, in decisions relating to my child's education.
7. Promoting positive use of my child's extracurricular time.
8. 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.

9. 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:

1. Doing my homework every day and asking for help when I need it.
2. Reading at least 30 minutes every day outside of school time.
3. 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.
4. Contributing to a positive climate on campus.
5. Listening and participating in class.
6. Giving maximum effort in all I do.

Name of Student: _____ Grade : _____

Principal's Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

APPENDIX C

2014-15 SPSA ADDENDUM

E.B. Scripps Elementary School

SPSA 2014-2015

Goal 1: Language Arts

English/Language Arts SMART Goal:

- * By 06/12/2016, 80 % of SDUSD Students will meet or exceed Common Core State Standards in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:

- * By 06/12/2016, 80 % of SDUSD Hispanic or Latino will meet or exceed Common Core State Standards in Site Developed or PLC Common Assessment(s)
- * By 06/12/2016, 60 % of SDUSD Students with Disability will meet or exceed Common Core State Standards in Site Developed or PLC Common Assessment(s)

Comments: EB Scripps has no categorical money; therefore, there is no spending attached to this goal.

Goal 2: Mathematics

Mathematics SMART Goal:

- * By 06/12/2015, 80 % of SDUSD Students will meet or exceed Common Core State Standards in Site Developed or PLC Common Assessment(s)
- * By 06/12/2015, 80 % of SDUSD Hispanic or Latino will meet or exceed Common Core State Standards in Site Developed or PLC Common Assessment(s)

Comments: EB Scripps has no categorical money; therefore, there is no spending attached to this goal.

Goal 3: English Learners

English Learner SMART Goal:

* By 06/12/2015, 95 % of Scripps Elementary English Learner will grow at least one proficiency band from previous year or reach proficient/advanced in California English Language Development Test

Comments: EB Scripps has no categorical money; therefore, there is no spending attached to this goal.

Goal 4: Graduation rate

Graduation Rate SMART Goal:

* By 06/12/2016, 85 % of Scripps Elementary Grade 03, Students will be at level 38 in DRA

Comments: EB Scripps has no categorical money; therefore, there is no spending attached to this goal.

Goal 5: Parent Involvement

Parent Involvement and Community Engagement SMART Goal:

* By 06/12/2016, 90 % of Scripps Elementary Parents/Guardians will participate in at least 2 school events in Parent and Community Engagement

Comments: EB Scripps has no categorical money; therefore, there is no spending attached to this goal.

Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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