

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **SCRIPPS ELEMENTARY** SCHOOL

2020-21

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
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: **EB Scripps Elementary School**

DUE: October 5, 2020

SITE CONTACT PERSON: **Liz Sloan**

PHONE: 619 605 2000

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) CSI School

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

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

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

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 9/23/20 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>9/24/20</u> |
| <input type="checkbox"/> Other (list): <u>AFP</u> | Date of presentation: <u>9/8/20</u> |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/1/20

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

Liz Sloan
Type/Print Name of School Principal

Liz Sloan 9/29/20
Signature of School Principal / Date

Michelle Gil
Type/Print Name of SSC Chairperson

Michelle Gil 9/29/20
Signature of SSC Chairperson / Date

Xavier Amador
Type/Print Name of ELAC Chairperson

Xavier Amador 10/1/20
Signature of ELAC Chairperson / Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel 10/12/20
Signature of Area Superintendent / Date

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

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

This School Plan for Student Achievement fulfills the requirements of a non-Title 1 School.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

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.

The SPSA was discussed during an SSC meeting at which time the ELAC committee also gave input. The SSC in consultation with the ELAC determined the goals for this year. At a second SSC meeting the draft SPSA was presented to and approved by the SSC.

SSC 1/16/20

- Completed SPSA Evaluation of LCFF Funded Activities
- Reviewed School Budget and gave input for upcoming budget

SSC 2/6/20

- Reviewed the proposed budget for 2020-2021

AFP Parent Foundation 9/8/20

- Reviewed purpose of SPSA
- Got input on goals

ELAC 9/23/20

- Reviewed SPSA and gave input

ILT 9/24/20

- Review data to create goals

SSC 9/24/20

- Distributed Uniform Complaint Procedure
- Reviewed Data in preparation for SPSA Smart Goal development
- Reviewed SPSA Evaluation Study
- Reviewed/completed Resource Inequity Study
- Collected ELAC feedback on SPSA Draft
- Completed SPSA Draft
- Reviewed, Revised, and Approved School Parent Compact
- Reviewed, Revised, and Approved Parent and Family Engagement Policy

SSC 10/1/20

- Reviewed and approved final draft of SPSA

RESOURCE INEQUITIES

EBS's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2017-18 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA.

The 2016-2017 3rd grade student cohort group met or exceeded grade level standards at 79.7% (ELA) and 89.6% (Math). The same group of students moved up to 4th grade in 2017-2018 and their performance met or exceeded grade level standards at 84.8% (ELA) and at 83.3% (Math). During the 2018-2019 school year, their performance in ELA met or exceeded grade level standards at 85.6 % (ELA) and 88.0% (Math).

Over the 2015 through the 2018/19 school years, ELA in 3rd grade increased 7.6%. Over the 2015 through the 2018/19 school years, Math in 3rd grade increased 8.1%.

The 2016-2017 4th grade student group met or exceeded grade level standards at 89.5% (ELA) and 89.5% (Math). The same group of students moved up to 5th grade in 2017-2018 and their performance met or exceeded grade level standards at 95.7% (ELA) and at 91.5% (Math). Over the 2015 through the 2018/19 school years, ELA scores decreased by 1.6% and in Math 4th grade scores increased 7.4%.

The 2018-19 5th grade student group met or exceeded grade level standards at 85.6% (ELA) and 88.0% (Math). Over the 2015 through the 2018/19 school years, ELA in 5th grade decreased 8%. Over the 2015 through the 2018/19 school years, Math in 5th grade increased 5.6%.

The school's overall data for the 2017/18 school year indicates 83.4% of 3rd-5th grade students met or exceeded standards in ELA and 85.4% in Math. In the 2018/19 school year, the data indicates 88% of 3rd-5th grade students met or exceeded grade level standards in ELA and 88.3% in Math. There was a decrease of 2.5% in the area of ELA from 2018 to 2019 and a 0.5% decrease in Math.

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our students with disabilities. Between 2017/18 and 2018/19 there was a 15% ELA decrease and a 10% decrease in Math for this subgroup. Review data also shows a need for attention in the varied performance levels of our Males. Historically, a relatively small gap has existed between Males and Female in both ELA and Math (approximately 4-6%) This trend continued in 2019 with 4% more females meeting/exceeding ELA standards.

The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. In ELA, this gap has varied between 8 and 15%. However, in Math the gap has decreased from 2015 to 2019 by 11.9%. In 2015, the gap in Math was 14%, the current gap is 9%.

Subgroups

ECONOMICALLY DISADVANTAGED As a result of this focus, there are inequities in the area of ELA in the subgroups of Economically disadvantaged and students with disabilities. When examining these groups of students as they move from 3rd to 5th grade our 2017 third grade cohort of economically disadvantaged students increased their ELA proficiency by 8%. This same cohort raised their math proficiency by 7% over three years. There is still a 7% ELA and a 9% math achievement gap between our school-wide scores and the scores of the economically disadvantaged.

HISPANIC Data shows that we are not making progress at closing the achievement gap with our Hispanic students in both ELA and Math. In 2015, there was a 1% gap in ELA and currently there is a 10% gap. In 2015, there was an 11% gap in math and currently there is a 12% gap. The overall student population has been making greater growth than our Hispanics.

STUDENTS WITH DISABILITIES

Since 2015, our SWD have ranged from 35%-58% at or above grade level in ELA and 79%-89% in math. We have so few SWD that there is no data breakdown by grade level because the cohorts are so small. 2019 data shows 35% of SWD as being at/above grade level in ELA and 40% of SWD as being at/above grade level in math.

ENGLISH LEARNERS

The historical gap with English Learner performance continues with 31% at or above grade level in ELA and 46% in Math.

FILIPINO

Last year we noted that there was a 10% gap in the performance of our Filipino student group in ELA and 8% in Math. We do not have data from previous years because the number of Filipino students was too small.

Because of this data analysis, there are inequities in the areas of both ELA and Math with regards to our Economically Disadvantaged students, ELs and our students with disabilities. Resources last year were primarily focused on supporting the development of collaborative PLCs and establishing a culture of data use through multiple measures as well as understanding how to create learning partnerships with specific students. This plan addresses the inequities by focusing on professional development in the areas of building core instructional practices, implementation of coaching cycles in ELD. Administration and staff will monitor student achievement within these sub-groups through focused walk-throughs, PLCs, and our RTI process. Additionally, a group of teachers will be participating in the E3 Pilot and focus on specific goals for supporting all students, including these subgroups, by supporting student progress towards meeting the standards and improving student achievement. The plan provides resources specifically for these subgroups.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Michelle Gil	Classroom Teacher
Tom Waczek	Classroom Teacher
Gretchen Casey Nakanishi	Classroom Teacher
Della Causee	Other School Representative
Emily Forgeron	Parent/CM
Neesha Desai	Parent/CM
Jen Groisman	Parent/CM
Stephanie Starr	Parent/CM
Dunja LaRosa	Parent/CM
Elizabeth Sloan	Principal

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Our school continues to rank either #1 or #2 in the district for elementary school attendance. We are very effective at creating a welcoming and safe environment for our students. They enjoy coming to school and try their hardest not to be absent. From 2018 to 2019, our percentage of chronically absent students decreased from 3.7% to 2.4% as noted on the California Dashboard.

We do not have data for the CAASP for 2020 so we are moving the goals forward.

***Major Differences**

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

The activities associated with this goal were faithfully executed until school switched to online learning. In the spring, we held out third No Place for Hate activity online. This year we have adapted all of our Social Emotional Learning/ No Place for Hate/Social Justice lessons to online learning.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we intensified our commitment to Social Emotional Learning by adopting the Second Step program and carving out time every week for all classes to have a Social Emotional Learning lesson.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	all	increase attendance	97%	98%	Attendance	monthly
June 2021	all	Decrease percentage of chronically absent student as noted on California Dashboard	2.4% (2019)	2%	Chronic Absenteeism	monthly
June 2021	all	Decrease suspension rate	1.9% (orange)	1%	Suspension	monthly

***Identified Need**

We looked at our chronic absentees (students with more than 20 attendance days of attendance codes per year, not including contracts and major illnesses like cancer) and determined that there are 90 students in the school who fall into this category. There are also 8 English Language Learners.

Based on the CA Dashboard 2019 for Academic Engagement: Chronic Absenteeism, our site is in the Blue Performance Level overall. We have no students in the Red Performance Level and the Students with Disabilities group is in the Orange Level. In the Conditions and Climate: Suspension Rate indicator, our site is in the Orange Performance Level. We have four student groups in the Orange level as well: Asian, Hispanic, Socioeconomically Disadvantaged, and White.

To support district-wide initiatives, we have ensured that we have goals for Black Youth (African American), English Learners, and Students with Disabilities.

***Online Learning Implications**

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

- SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social-Emotional Learning and Restorative Justice Practices
- Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	all students	English Learner	Decrease Percentage of chronically absent student as noted on California Dashboard	3.7	1%	Chronic Absenteeism	monthly
June 2021	all students	Black or African American	Decrease Percentage of chronically absent student as noted on California Dashboard	*baseline	3%	Chronic Absenteeism	monthly
June 2021	all students	Students with Disabilities	Decrease Percentage of chronically absent student as noted on California Dashboard	5.9%	3%	Chronic Absenteeism	monthly
June 2021	all students	Asian	Decrease suspension rate	1.5% (orange)	1%	Suspension	monthly
June 2021	all students	Hispanic or Latino	Decrease suspension rate	4% (orange)	2%	Suspension	monthly
June 2021	all students	Socioeconomically Disadvantaged	Decrease suspension rate	1.9% (orange)	1%	Suspension	monthly
June 2021	all students	White	Decrease suspension rate	2.2% (orange)	1%	Suspension	monthly

PBIS

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

All students in the school will be served by the implementation of a Positive Behavior Intervention and Support (PBIS) system. The goal is to provide a positive and welcoming environment so that all students will want to attend school as much as possible, thereby, improving our attendance rate.

<p>*Strategy/Activity - Description</p>
<p>We will create a safe and inviting school environment by implementing PBIS and training the students in Positive Penguin Power. Every teacher will be trained in PBIS and the positive interventions to be used to create a safe and collaborative school environment. The students will attend a PBIS assembly at the beginning of the year. The Wheel of Choice will be displayed on the kindergarten playground, the upper playground and the lunch court. All adults on campus will be trained how to facilitate the use of the Wheel of Choice with the students. We are clear that the purpose of our discipline plan is to improve behavior, not to punish.</p>
<p>No Place for Hate</p>
<p>*Students to be served by this Strategy/Activity</p>
<p>All Students will benefit from a school that is welcoming and inclusive.</p>
<p>*Strategy/Activity - Description</p>
<p>No Place for Hate® No Place for Hate® is one of ADL’s signature education initiatives. ADL is a leading anti-hate organization.</p> <p>What is No Place for Hate®? No Place for Hate® is an organizing framework for K-12 schools committed to creating sustainable change that leads to improved school climate. Participating schools are able to incorporate ADL’s anti-bias and anti-bullying resources with their existing programming to form one powerful message that all students have a place to belong. Over 1,800 schools across the country participate in No Place for Hate® annually.</p> <p>What is the goal of No Place for Hate®? The goal of No Place for Hate® is to inspire a national movement led by students and educators who are committed to using the power of positive peer influence to build inclusive and safe schools in which all students can thrive.</p> <p>No Place for Hate® at EBS At the beginning of the year all the students at EBS signed the No Place for Hate pledge, promising to be part of a friendly and inclusive community. There will three activities throughout the year beginning with “Start with Hello” week in September and including another activity in both January and March. In May the entire school will be invited to participate in the No Place for Hate walk in San Diego.</p>
<p>*Additional Supports for this Strategy/Activity</p>
<p>This activity is funded by our parent foundation.</p>

Social Emotional Learning

*Students to be served by this Strategy/Activity

The implementation of a school-wide Social Emotional Learning Program will benefit all of the students in the school.

*Strategy/Activity - Description

This year we implemented a school-wide Social Emotional Learning program. We have a team including the counselor, Vice Principal, parents, teachers and students who plan and run this program. Each week we provide a specific lesson for each teacher to teach. The lessons include *No Place for Hate*, Character Education, Anti-Racism, and Second Steps.

Second Steps is a Social Emotional Learning program, which we purchased this year, which provides about 22 lessons a year to each grade level. We are combining the lessons for these four areas to provide a yearlong weekly program to build the character, resilience and social/emotional strength of our students.

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Previous Activity:

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.

During our PLCs, we set aside time to discuss all of our struggling students. We determine which interventions to use and plan intervention cycles. We also analyze data to determine which students are not making expected progress. We have a thorough RTI process which has been in place for three years.

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.

***Major Differences**

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

This activity was faithfully implemented as planned until school switched to online learning. There is no CAASPP data for 2020 so the CAASPP goals are being moved forward.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to online learning teachers will meet for an hour a week for their PLCs instead of meeting one full day a month. We have added a FAST goal so that can track student achievement while the CAASPP is on hold.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Percentage meeting standard	86	91	CAASPP ELA	yearly
June 2021	5	Percentage meeting standard	85	90	CAASPP ELA	yearly
June 2021	2-5	Percentage meeting standard	*baseline	88	FAST aReading	Three times a year
June 2021	TK -3	DRA at grade level	93	98	Other (Describe in Objective)	Three times a year

***Identified Need**

Our SBA data shows that 85 % of our students in grades 3 - 5 are not meeting grade level standards in ELA. All students in the school will be served by this activity.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 - 5	English Learner	Meeting Standard	31%	41%	CAASPP ELA	yearly
June 2021	3 - 5	Students with Disabilities	Meeting Standard	35%	45%	CAASPP ELA	yearly
June 2021	2 - 5	English Learner	Meeting Standard	*baseline	41%	FAST aReading	Three times a year
June 2021	2 - 5	Students with Disabilities	Meeting Standard	*baseline	45%	FAST aReading	Three times a year
June 2021	2 - 5	Black or African American	Meeting Standard	*baseline	85%	FAST aReading	Three times a year

Professional Learning Communities

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

All students in the school will benefit from grade level Professional Learning Community (PLC) meetings.

***Strategy/Activity - Description**

Professional Learning Communities: Grade levels will meet for a full day six times a year 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.

During Distance Learning, the teachers are collaborating during their flextime. Therefore, there are no Visiting Teachers needed for PLCs.

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

The school is spending about \$45,000 per year on PLCs. This is not categorical money.

Computer Lab

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

The unduplicated students at Scripps, specifically our English Learners will be the primary beneficiaries of this strategy but all students will benefit.

***Strategy/Activity - Description**

We fund a Computer Lab and a Computer Lab aide in order to strengthen academic support for our English Learners (UPP = 15.88%). The Computer Lab Aide assists teacher with infusing language arts and math lessons with technology. She provides support through technology which would not otherwise be available.

The entire parent body is asked to vote on the funding of the Computer Lab each year. Parents overwhelmingly support the use of this funding to support the Computer Lab.

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All classes in the school have a 45-minute time slot in the Computer Lab each week. Teachers worked with their grade level to determine how technology would be used to support the academic learning in their grade level. The activities in the computer lab directly support the Core academic instructional program with a particular emphasis on supporting English Learners.

Our DRA and SBAC scores show that about 88% of our students are meeting grade level standards. The ILT is tracking this data to determine if our interventions are working. They are also using the data to determine what changes should be made to our spending to better support our student achievement.

During Distance Learning our Computer Assistant is pushing into classes on Zoom and supporting student achievement in that way.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Computer Asst -				0090-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners	Goal 4- Supporting English Learners Ref Id : F009020	Computer assistant works with teachers to strengthen ELA program

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Previous Activity:

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.

During our PLCs we set aside time to discuss all of our struggling students. We determine which interventions to use and plan intervention cycles. We also analyze data to determine which students are not making expected progress. We have a thorough RTI process which has been in place for three years.

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.

***Major Differences**

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

This activity was faithfully implemented as planned except for changes due to the transition to online learning. No CAASPP data was available for 2020 so we will carry those goals over.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to online learning teachers will meet for an hour a week for their PLCs instead of meeting one full day a month. We added FAST goals so that we can track student achievement while the CAASPP is on hold.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	SBA meeting standard	91%	93%	CAASPP Math	yearly
June 2021	5	SBA meeting standard	88%	90%	CAASPP Math	yearly
June 2021	4	SBA meeting standard	84%	89%	CAASPP Math	yearly
June 2021	3-5	SBA meeting standard	88%	93%	CAASPP Math	yearly
June 2021	2-5	FAST meeting standard	*baseline	93%	FAST aMath	yearly

***Identified Need**

The 2016-2017 3rd grade student cohort met or exceeded grade level standards at 89.6%. The same group of students moved up to 4th grade in 2017-2018 and their performance met or exceeded grade level standards at 83.3%. During the 2018-2019 school year, their performance in math met or exceeded grade level standards at 88.0%

Over the 2015 through the 2018/19 school years, math in 3rd grade increased 8.1%.

The 2016-2017 4th grade student group met or exceeded grade level standards at 89.5%. The same group of students moved up to 5th grade in 2017-2018 and their performance met or exceeded grade level standards at 91.5%.

Over the 2015 through the 2018/19 school years, math 4th grade scores increased 7.4%.

The 2018-19 5th grade student group met or exceeded grade level standards at 88.0%.

Over the 2015 through the 2018/19 school years, math in 5th grade increased 5.6%.

The school's overall data for the 2017/18 school year indicates 85.4% of 3rd-5th grade students met or exceeded standards in math. In the 2018/19 school year, the data indicates 88% of 3rd-5th grade students met or exceeded grade level standards in math. There was a decrease from 2018 to 2019 of 0.5% decrease in Math.

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our students with disabilities. Between 2017/18 and 2018/19 there was a 10% decrease in math for this subgroup.

STUDENTS WITH DISABILITIES

Since 2015, our SWD have ranged from 79%-89% at or above grade level in math. We have so few SWD that there is no data breakdown by grade level because the cohorts are so small. 2019 data shows 40% of SWD as being at/above grade level in math.

ENGLISH LEARNERS

The historical gap with English Learner performance continues with 46% at or above grade level in Math. As a result of this data analysis, there are inequities in the areas of both ELA and Math with regards to our ELs and our students with disabilities. Resources last year were primarily focused on supporting the development of collaborative PLCs and establishing a culture of data use through multiple measures as well as understanding how to create learning partnerships with specific students. This plan addresses the inequities by focusing on professional development in the areas of building core instructional practices, implementation of coaching cycles in ELD. Administration and staff will monitor student achievement within these subgroups through focused walk-throughs, PLCs, and our RTI process.

Additionally, a group of teachers will be participating in the E3 Pilot and focus on specific goals for supporting all students, including these subgroups, by supporting student progress towards meeting the standards and improving student achievement. The plan provides resources specifically for these subgroups.

BLACK YOUTH

This group has never been large enough at our school for the state to track data. Therefore, we will put site measures in place for data collection and tracking student achievement. In 2019, we only had one black student who took the SBAC.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meeting Standard	46	56	CAASPP Math	yearly
June 2020	3-5	Students with Disabilities	Meeting Standard	40	50	CAASPP Math	yearly
June 2021	3-5	English Learner	Meeting Standard	*baseline	56	FAST aMath	yearly
June 2020	3-5	Students with Disabilities	Meeting Standard	*baseline	50	FAST aMath	yearly
June 2020	3-5	Black or African American	Meeting Standard	*baseline	85	FAST aMath	yearly

Professional Learning Communities

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

All students in the school will benefit from grade level Professional Learning Community (PLC) meetings, which will be held for a full day six times a year.

***Strategy/Activity - Description**

Professional Learning Communities: Grade levels will meet for a full day six times a year

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.

During Distance Learning teachers are collaborating during their flex time instead of in the traditional PLC format.

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

The school is spending about \$45,000 per year on PLCs. This is not categorical money.

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Previous Activity:

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.

***Major Differences**

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

This activity was faithfully implemented as planned except for difference caused by the transition to online learning. We have no CAASPP data from 2020 so the CAASPP goals are carried over from last year.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to online learning teachers will meet for an hour a week for their PLCs instead of meeting one full day a month. Because we have no CAASPP data for 2020 we have added a FAST goal so that we can track student progress while CAASPP is on hold.

***Integrated English Language Development**

We will engage in four weeks of coaching with an ELD support coach to strengthen our integrated ELD. The four weeks are spread throughout the year to allow time for growth and development between each cycle. We will choose several teachers at each grade level to serve as capacity builders. They will work with the coach. In addition, the principal will conduct ELD walkthroughs with the coach to determine strengths and areas of need.

The principal will provide the ELD curriculum for all teachers and teachers will immediately begin implementing it. We will also conduct Professional Development to strengthen our teaching practice around ELD.

- Classroom walkthroughs to show evidence of integrated ELD
- Collecting ELD schedules from teachers
- Observing and providing teacher feedback on ELD lessons
- Monitor DRA/F&P levels during reporting periods
- During PLCs, teachers will analyze student work, discuss progress and plan next instructional steps for English Learners and the planning of ELD

***Designated English Language Development**

We will engage in four weeks of coaching with an ELD support coach to strengthen our designated ELD. The four weeks are spread throughout the year to allow time for growth and development between each cycle. We will choose several teachers at each grade level to be capacity builders. They will work with the coach. In addition, the principal will conduct ELD walkthroughs with the coach to determine strengths and areas of need. The principal will provide the dELD curriculum for all teachers and teachers will immediately begin implementing it. We will also conduct Professional Development to teach our teachers how to teach dELD.

- Classroom teachers will make adjustments to lessons and instructional practice as needed to support student learning.
- ELD schedules will be collected from teachers and used to inform principal's walkthrough schedule
- Observing and providing teacher feedback on ELD lessons
- Monitor the DRA/F&P levels for English Learners during reporting periods
- During PLCs, teachers will analyze student work, discuss progress and plan next instructional steps for English Learners and the planning of ELD
 - All teachers with English Learners in their classroom will teach designated ELD a minimum of 30 minutes per day

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Reclassify eligible students	92.3%	98%	Summative ELPAC	monthly
June 2021	TK-5	English Learner	Will move up one level on ELPAC	87%	95%	Summative ELPAC	yearly
June 2021	3-5	English Learner	Increase % of students meeting and exceeding standards	31%	41%	CAASPP ELA	yearly
June 2021	3-5	English Learner	Increase % of students meeting and exceeding standards	46%	56%	CAASPP Math	yearly
June 2021	2 - 5	English Learner	Increase % of students meeting and exceeding standards on ELA FAST	*baseline	41%	Other (Describe in Objective)	three times a year

***Identified Need**

EBS has about 40 English Language Learners. (We are awaiting ELPAC results to determine the exact number.) We will be implementing designated ELD and embedded ELD in order to strengthen the students' English language Learning.

The historical gap with English Learner performance continues with 31% at or above grade level in ELA and 46% in Math.

***Online Learning Implications**

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)

- The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
 - These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
 - Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.

- Formative assessment data will be collected, analyzed and feedback given to students.
- Professional development will also be offered to teachers across the district serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Reclassify eligible students	92.3%	98%	Summative ELPAC	Yearly
June 2021	TK-5	English Learner	Will move up one level on ELPAC	87%	95%	Summative ELPAC	Yearly

Professional Learning Communities

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

All students in the school including English Learners will benefit from the improved instruction and strengthened teacher practice resulting from the PLCs.

***Strategy/Activity - Description**

Professional Learning Communities: Grade levels will meet for a full day six times a year

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.

During Distance Learning teachers are collaborating during their flex time instead of in the traditional PLC format.

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

The school is spending about \$45,000 per year on PLCs. This is not categorical money.

Computer Lab

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

The unduplicated students at Scripps, specifically our English Learners will be the primary beneficiaries of this strategy but all students will benefit.

***Strategy/Activity - Description**

We fund a Computer Lab and a Computer Lab aide in order to strengthen academic support for our English Learners. The Computer Lab Aide assists teacher with infusing language arts and math lessons with technology. She provides support through technology which would not otherwise be available. The entire parent body is asked to vote on the funding of the Computer Lab each year. Parents overwhelmingly support the use of this funding to support the Computer Lab.

All classes in the school have a 45-minute time slot in the Computer Lab each week. Teachers worked with their grade level to determine how technology would be used to support the academic learning in their grade level. The activities in the computer lab directly support the Core academic instructional program with a particular emphasis on supporting English Learners.

During Distance Learning the Computer Assistant is pushing into the zoom classrooms instead of meeting with classes in the traditional manner. Our DRA and SBAC scores show that about 88% of our students are meeting grade level standards. The ILT is tracking this data to determine if our interventions are working. They are also using the data to determine what changes should be made to our spending to better support our student achievement.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009020	Computer Asst.	0.20000	\$5,905.20	\$12,822.40	0090-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners		Our computer Assistant support teachers is all academic areas including STEAM and technology.

Supplies for English Learners

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

The unduplicated students at Scripps, specifically our English Learners will be the primary beneficiaries of this strategy.

***Strategy/Activity - Description**

We set aside about \$150 from our LCFF budget to purchase supplies to enhance our dELD lessons. At this time, most teachers have thought of purchasing classroom books to support this work and they will continue to review what might be needed to support student achievement throughout the year.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00903P	Supplies		\$148.00	\$148.00	0090-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Books for dELD

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Previous Activity:

In order to meet our goals for SWDs, 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.

During our PLCs we set aside time to discuss all of our struggling students. We determine which interventions to use and plan intervention cycles. We also analyze data to determine which students are not making expected progress.

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.

***Major Differences**

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

The plan was faithfully executed except for changes made due to the transition to online learning. Because there was no CAASPP data available for 2020, we carried over the CAASPP goals from last year.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to online learning teachers will meet for an hour a week for their PLCs instead of meeting one full day a month. Because CAASPP data for 2020 is not available, we added FAST goals in order to track student achievement while the CAASPP is on hold.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meeting standard in ELA on SBAC	35%	45%	Other (Describe in Objective)	yearly
June 2021	3-5	Meeting standard in math on SBAC	40%	50%	Other (Describe in Objective)	yearly
June 2021	3-5	Meeting standard in ELA on FAST	*baseline	45%	Other (Describe in Objective)	yearly
June 2021	3-5	Meeting standard in math on FAST	*baseline	50%	Other (Describe in Objective)	yearly

***Identified Need**

Only 35% of our students with disabilities are meeting the standard on the SBA in ELA. Only 40 % of our students with disabilities are meeting the standard on the SBA in math. This low number is unacceptable and we must work to raise it.

***Online Learning Implications**

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

*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Students with Disabilities	Meet IEP Goals	N/A	80%	Progress Reports on IEP Goals	Every 12 wks.
PLCs and Data Monitoring							
*Students to be served by this Strategy/Activity							
All students will benefit from the increased effectiveness of teacher practice brought about through PLCs. In addition, all struggling students will benefit from the data monitoring that each grade level will be doing during their PLC time.							
*Strategy/Activity - Description							
<p>Professional Learning Communities: Grade levels will meet for a full day six times a year</p> <p>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.</p> <p>During Distance Learning, teachers are collaborating during their flextime instead of in a traditional PLC format. They will meet for an hour a week instead of for a full day 6 times a year.</p>							
*Additional Supports for this Strategy/Activity							
The school is spending about \$45,000 per year on PLCs. This is not categorical money.							

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	Black/African American	Reduce the number of student receiving 1's and 2's on their report card in ELA and math	*cohort is too small. No data on California Dashboard	Reduce number of students by 10%	Grades	Monthly

*Goal 6 Supporting Black Youth - Additional Goals

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

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

At our site, the Black Youth student group has been traditionally very small. We might also have students who are identifying as Two or More Races so they are not specifically being linked to Black Youth achievement. In support of the current district-wide initiative, we are going to start specifically looking at the students at our site who identify as Black Youth and track their academic success as measured by grades and performance on both site and state-assessments (when available). We will also track their referrals and suspensions when that is applicable to on-site learning. After this year of data collection, we will be better able to set goals for this specific group in future years.

***Online Learning Implications**

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

Professional Learning Communities

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

All students will benefit from the increased effectiveness of teacher practice brought about through PLCs. In addition, all struggling students will benefit from the data monitoring that each grade level will be doing during their PLC time.

***Strategy/Activity - Description**

Professional Learning Communities: Grade levels will meet for a full day six times a year

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.

During Distance Learning, teachers are collaborating during their flextime instead of in the traditional PLC format.

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Previous Activity: 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 associated with this goal. Parents raise all the money for this since we do not have a categorical budget.

*Major Differences

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

All activities mentioned above were successfully implemented.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to the overarching processes of parent involvement; although, the specific activities change from year to year. When we transitioned to online learning meetings changed from being in-person to being online.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parents who strongly agree that the school seeks the input of parents before making important decisions	34%	50%	CAL - SCHLS (CSPS)
*Identified Need					
<p>In the 2018-2019 California School Parent Survey: School actively seeks the input of parents before making important decisions. Strongly agree 38%; Agree 44%; Disagree 7%; Strongly disagree 0%; Don't know/NA 12%</p>					
*Online Learning Implications					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all. -All Students will receive a district issued device to ensure access to curriculum while in a distance learning format. -Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>District is also supplying families with training on SEL, Wellness, Health and Safety.</p> <ul style="list-style-type: none"> -These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations. -These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups. <p>For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.</p> <ul style="list-style-type: none"> -This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs. <p>Training for parents and other caregivers</p> <p>Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise.</p>					

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	SSC	Increase the percentage of elected parents who attend the SSC meeting	80%	100%	Committee Attendance
June 2021	ELAC	Increase the number of parents who attend the ELAC meeting	3 parents	10 parents	Committee Attendance
June 2021	Foundation	Increase the number of parents who attend the monthly AFP meeting	10 parents`	50 parents	Meeting Attendance

Parent Communication

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

All families at the school will benefit from increased parent communication.

***Strategy/Activity - Description**

Improve parent communication in order to get more parents participation at meetings. For a very active and involved community, we have relatively low numbers of parents who attend decision-making meetings. Our SSC and SGT meetings only attract the parents who are elected. We never have any parent guests. We have had a struggle attracting parents to the ELAC meeting. Our monthly AFP foundation meeting usually only has about 10 parents in attendance and most of those are on the AFP Board.

In order to increase participation we will improve communication by:

1. Announcing the meetings on social media: EBS Facebook page; EBS Twitter page; AFP Facebook Page; AFP Instagram page
2. Include a description of the meeting in my weekly "The Penguin Post" email newsletter instead of merely mentioning it in the Upcoming Events section of the newsletter
3. Advertise important meetings on the marquee
4. Use School Messenger to remind parents of upcoming meetings
5. Meet with parents for Coffee Chats
6. Maintain a google page for parent communication "The Penguin Family Update"

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In order to achieve our goal of 98% of students reading at or above grade level on the third grade DRA, we have implemented an RTI program to support all of our struggling learners. This had been an effective strategy for determining the most effective way to support each student.

*Major Differences

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

The only difference between our original plan and the actual implementation was that our RTI meetings had to be moved online due to the school closure forced by the COVID-19 pandemic. There is no categorical budget to support RTI. We are paying for our PLCs out of our site discretionary money. Due to the school closure in the spring of 2020, we were unable to test students on the DRA at the end of the year. Therefore, we are carrying over our goals.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the school closure and the transition to online learning only, we have moved our RTI meetings onto Zoom. Our struggling students are making progress and we plan to continue to faithfully implement the program. This is the third year of full implementation.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-3	DRA at grade level	93	98	Other (Describe in Objective)	per grading period

***Identified Need**

Currently 93% of our students in grades TK-3 are reading at or above grade level as measured on the DRA. 86% of our students in grades 3 – 5 are meeting or exceeding the standard in ELA on the SBA. Reading level at third grade is an important indicator of high school graduation so it is important that we ensure that all students are reading at grade level by third grade.

***Online Learning Implications**

- The work of the staff at EBS is to support the varying needs of all our students that may be wide ranging and beyond the educational realm. We work together to ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and promotion.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the # of students meeting or exceeding the standards in ELA on SBA	31%	41%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the # of students meeting or exceeding the	35%	45%	CAASPP ELA	Annually

Scripps Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			standards in ELA on SBA				
June 2021	3-5	Black or African American	Increase the # of students meeting or exceeding the standards in ELA on SBA	*baseline	45%	CAASPP ELA	Annually
June 2021	2 - 5	English Learner	Increase the # of students meeting or exceeding the standards in ELA on FAST	*baseline	41%	Other (Describe in Objective)	Three times a year
June 2021	2 - 5	Students with Disabilities	Increase the # of students meeting or exceeding the standards in ELA on FAST	*baseline	45%	Other (Describe in Objective)	Three times a year
June 2021	2 - 5	Black or African American	Increase the # of students meeting or exceeding the standards in ELA on FAST	*baseline	45%	Other (Describe in Objective)	Three times a year

Guided Reading

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

All students will benefit from this activity; however; particular attention will be placed on underachieving (RTI) students.

***Strategy/Activity - Description**

As part of our ongoing PLC and PD work the teachers at all, grade levels will engage in professional development around strengthening their guided reading practice. Through this professional development, we expect to see that our students are more prepared to be reading at or above grade level.

STEAM

Our Vision

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

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Our school has made a commitment to providing students with the opportunities needed to develop the problem solvers needed for the jobs of the 21st Century. We have created a Maker Space, implemented a robotics curriculum at every grade level, and we are participating in the District Steam Initiative for grades TK-1 with a new grade level being added each year. These programs will teach our students to think outside the box, solve complex problems, persevere through difficult challenges and work with a team. Our parents funded the Maker Space and the robotic program, and also provided the man-power to create and build the Maker Space. This fall the SSC voted to change the focus of the school to STEAM. We are now an official STEAM school and our entire community is on board.

In addition to the on-going training provided by the district, our teachers in the STEAM Initiative are provided time during their PLCs and PD for training in robotics, and how to implement the STEAM curriculum.

1. Fostering a Culture of STEAM

- TK, K and first grade STEAM classrooms were highlighted during Back to School Night and Spring Open House.
- Our school will continue to host Science Night once a month. This popular activity has been going strong at EBS for 15 years.
- Our community has a strong interest in STEAM. Our AFP funds Family Science Night for all grade levels. They also funded the construction of our Maker Space and they also funded the robotics program at each grade level.
- We extend our STEAM focus after school hours by offering several after school classes related to STEAM (these are fee based and optional for families if they would like to participate). We have many different programming and robotics classes.

2. Building Capacity to ensure fidelity and sustainability of STEAM

- This is the second year EBS is participating in the STEAM Innovations Initiative. All of our TK and K teachers have participated in all district provided trainings. They have received instructional materials provided by the district. The district has also provided new furniture, rugs and seating to create maker-space-style classrooms. This has transformed the learning environments. All first grade teachers participated in district provided STEAM training during the 2019-20 school year. Second grade teachers are being trained this year.
- Each year the district rolls out a grade level for training, we will participate
- Teachers in grades 2-5 are using the new NGSS standards and modifying their FOSS kits and materials to meet the new standards.

3. Supporting teachers in implementing STEAM lessons a minimum of 4 hours per week.

- Assurance of implementation is demonstrated by daily schedules showing STEAM lessons four hours a week.
- - Principal will include STEAM lessons on her walk-through schedule and provide feedback.

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

This year we will have a laser-like focus on our English Learners, our Students with Disabilities, and our Black Youth.

Students with Disabilities:

During every PLC the grade level begins with a review of underperforming students. First, they discuss our RTI students and what interventions can be used to support them. This information is very carefully documented in the RTI folder for each underperforming RTI student. In RTI Step 1, teachers engage in a data and records analysis of the student, a parent interview and a monthly cycle of interventions. At each monthly PLC they report back to their colleagues on the success of each intervention. If no progress is made then the teacher will proceed to RTI Step 2, which involves two more intense six-week cycles of intervention. This comprehensive RTI System, which was developed by a team at EBS, ensures that we are accurately identifying students who need Special Education support and those who just need interventions. This system decreases the number of students who are needlessly tested for special education. It also streamlines the process for identifying those students who are need of special education services.

Last year we incorporated our SWD into our data monitoring system for underperforming students. After we discuss the interventions being tried for our RTI students we log our current data into a grade-level google doc. We track data on all underperforming students, including SWD. Our SBA and DRA data are analyzed by our ILT to determine next steps. Last year, teachers noted that they were trying everything they were capable of to bring every student up to grade level in reading but some students were still not meeting grade level standards. The ILT decided that we needed to strengthen our guided reading skills by having more training in guided reading. This fall our first PD was focused on guided reading. The 4th and 5th grade have traditionally not taught how to read since most students are in the "reading to learn" stage. Our PD for the 4th and 5th grade focused on teaching our struggling readers how to read by providing effective guided reading groups. The strengthening of our guided reading at all grade levels will help both our SWD and our ELL students make better progress in reading.

English Language Learners

At EBS, we have about 60 ELLs. Our TK program is a half-day program so our TK teacher serves as our EL coordinator in the afternoon. She provides Designated ELD instruction at some grade levels. This year our teachers are learning how to teach dELD. Last year we had an ELD coach who was at

EBS for four 1-week coaching cycles throughout the year. I conducted a walk-through with her to assess our strengths and areas of need. In addition, we recently conducted a PD on teaching Designated ELD. This work will carry through to our grade level PLCs where we will collaborate to strengthen our practice.

I am providing the structures necessary to support our SWDs and ELLs. These include RTI Days, PLC Days, PD and coaching cycles. In addition, I am trying to instill a sense of urgency that, despite of our best efforts, we still have students who are not performing at grade level. My job is to help create a culture of collegiality and collaboration where teachers feel safe to try on new pedagogy without fear of failure or embarrassment. For the past six years, I have worked on creating a positive and supportive environment for the teachers so that they could expand their expertise in a collaborative environment. This has been successful as teachers feel supported when they take on new learning. The teachers also feel that their input is valued and appreciated and that they are an important part of the EBS team.

Black Youth

We have a very small cohort of black youth, 17 students which is 2% of our school. In 2019, we only had one black youth who took the SBAC. This year teachers will track data for our black youth so that we can monitor their progress.

Implementation of SPSA- This SPSA was created using the current data and a root cause analysis. The following priorities, strategies and leadership actions will be implemented school wide at EBS to meet or exceed the SPSA goals. The implementation of the priorities and strategies outlined in the SPSA will be monitored by the site principal and the SSC. The principal will work with all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following is in place:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of grade level agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All teachers are able to articulate student learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all teachers will take responsibility in monitoring student learning and providing appropriate support.

- Monitor student reading levels during reporting periods.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation

The site administrator will focus on creating a collaborative risk-taking environment for teachers and students. Through their work, the ILT will continue to support students as well as build teacher leaders.

The site administrator will:

- Use data from classroom observations and common assessments to inform professional learning opportunities.
- Identify teacher's instructional strengths and areas to grow to develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- Maintain the school's focus, common pedagogy, professional learning, and teacher collaboration across the campus.
- Promote positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- View work through an appreciative lens and focus on what is working at the school.
- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.
- Cultivate positive relationships with parents and community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Strengthen and fine-tune current instructional practices.
- Provide professional learning focused on Tier 1 Instruction, Data Analysis, Instructional Practices, dELD, Balanced Literacy.
- Ensure learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
- Reflect on our work as educators and equity for all students.
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

ONLINE LEARNING

System for Pupil Outreach and Reengagement: We have an attendance clerk whose only job is to follow up on absences and support students in getting online. We also have a full time computer assistant who has spent all of her tie at the beginning of the year helping families be connected, distributing laptops, and troubleshooting technology issues. At this time, we have 100% of our students participating in online learning.

Staff Training and Relationship Building: Our teachers and staff participated in a weeklong Welcome Week series of professional development meeting designed to enhance online learning and engage students. We also had a PD with Doug Fisher, which focused on ways to build relationships with students and families. Building positive relationships online was the focus of the staff Welcome Back Meeting on August 26th

Ensuring equity and consistency from classroom to classroom when taking attendance in combined settings: Our teachers are meeting once a week with their grade level to ensure consistency across the grade level. Our teachers are providing a Guaranteed Viable Curriculum to all students.

Ensuring that processes are accessible to all parents and families: We are being very flexible with our families and making sure that everyone get materials from Distribution Day; even if it means that, we use a different system for different families. We have a full time computer assistant who is helping families with their technology struggles to make sure everyone is connected.

Specific Leadership actions to meet SPSA during online learning: I have blocked off time every morning to visit classes and give feedback to teachers. I am working with the ILT to make sure that our PDs this year focus on skills needed for effective online learning. In addition, there are many avenues for parents feedback so that we can improve our practice, including regular zoom coffee chats with the principal.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

E.B. Scripps ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0.0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0.0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 12,970.40

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0.0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0.0

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$12,970.40
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 12,970.40

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$12,970.40

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
⊖ Scripps Elementary	⊖ 09800 LCFF Intervention Support	⊖ Computer Asst	⊖ 2231	⊖ Other Support Prsnl PARAS	0.2000	\$ 5,905.20
		⊖ Computer Asst	⊖ 3000			\$ 6,917.20
		⊖	⊖ 4301	⊖ Supplies		\$ 148.00
	09800 LCFF Intervention Support Total				0.2000	\$ 12,970.40
Grand Total					0.2000	\$ 12,970.40

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Ellen Browning Scripps Elementary School
PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

EB Scripps Elementary School has developed a written parent & family engagement policy with input from parents. This plan is reviewed and revised by SSC every year.

It has distributed the policy to all parents and guardians. The Parent and Family Engagement Policy is emailed home to all families once a year after it is approved by SSC.

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

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

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

- SSC (School Site Council) meets to review and develop programs to support implementation of parent policies.

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

- The school offers opportunities for parent conferences, SSC/SGT meetings, public meetings such as AFP (parent foundation) and ELAC, and before and after school meetings and during the day.

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

- The school has a website with information for parents, SSC meetings to review implementation of policies, Open House, Back to School and public meetings involve all parents in the education of their students.

The school provides parents with timely information about programs. How does the school provide the information?

- Through the website, weekly School Messenger upcoming dates and announcements, parent conferences during the day or after school throughout the year.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

- Back to School Night in August, each teacher has a two-way communication process to communicate expectations, curriculum for the year and requirements of the week, month, or just overall grade level requirements and upcoming assessments and activities.

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

- Through SSC meetings, Governance, public meetings such as ELAC and AFP and through parent conferences. Translation services are provided as needed.

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

- Through teachers and counselors, opportunities are provided to learn more about student academic achievement as well as teacher websites and course of study publicized. The link on the website provides information regarding state standards and the California Department of Education.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their child.

- Through teachers and counselors, opportunities are provided to learn more about student academic achievement as well as teacher websites and course of study publicized. The link on the website provides information regarding state standards and the California Department of Education.

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

- Through SSC meetings, parent conferences, counselor training, and Open House and distribution of information regarding the California Healthy Kids Survey.

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

- Through teacher professional development, through Professional Learning Communities, and through administrative training, teachers and staff are educated about the value of parent contributions.

The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- All curriculum information as well as the resources for parents are available on site, through our site website, district website. Counselor and Guidance assistant provide face to face meetings with parents, communicate via phone on a regular basis as needed, and are visibly engaged during the school day with students. Parent volunteers are strongly encouraged.

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

- Through translation services, the school provides individual translation in other languages as well as providing document translation as needed.

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

- Through the school's website, weekly emails, parent surveys, providing feedback and input, Open House, Back to School Night, Parent Conferences and numerous AFP-sponsored family events, individual parent tours throughout the school year provided by Principal, all families are notified of these activities and other events to engage parents.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- All parents are supported through district language services, school site meetings with our English learner parents and resources that are provided for our migratory and parents with disabilities. All facilities at the school are adapted for parents and students with disabilities and services for the hearing impaired are provided throughout the school and during meetings.

This policy was adopted by Ellen Browning Scripps Elementary School SSC on September 24, 2020 and will be in effect for the period of the school year, 2020-2021.

The school will distribute the policy to all parents of students participating in the program on, or before: October 4, 2020

Liz Sloan, Principal

APPENDIX C

SCHOOL PARENT COMPACT



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

E.B. SCRIPPS ELEMENTARY SCHOOL

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021

EB Scripps Elementary distributes to parents and family members of students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

Provide parents reasonable access to staff.

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

How does the school address this?

- **Our school, with support from our district, provides a high quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the California State Standards.**
- **We provide a safe and positive environment with a consistent application of the site discipline plan.**
- **We create a welcoming environment for students, families and community members.**
- **We provide opportunities for parents to volunteer, to attend classroom activities, and to participate in site decision-making committees.**

- **We communicate with parents through frequent reports on their child's progress, such as with parent phone calls, Power School Parent Portal, School Messenger, Progress and Report Cards, fall and spring parent conferences, social media and email.**
- **Teachers and administrators meet regularly to learn research-based instructional practices, design effective common lesson plans, and develop common assessments that measure student progress.**
- **Teachers learn through discussions, observations of practice, feedback and monitoring from each other during monthly Professional Learning community meetings.**

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

- **Annual Budget review held in September/October.**
- **Parent responsibilities and opportunities for involvement include, but are not limited to: committees such as School Site Council (SSC), District Advisory Council (DAC), English Learners Advisory Committee (ELAC), Site Governance Team (SGT).**

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

Through SSC, Governance, English Learners Advisory Committee, and other school advisory groups, as well as during OPEN HOUSE, parents and family members are provided assistance in understanding standardized testing assessments, how to monitor their student's achievement through state testing as well as through the Parent Portal on Power School.

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

All teachers provide a daily/weekly schedule to all parents, classroom expectations, and materials and supplies to support student learning. Information is posted on the school's website including ways in which parents and families can support student learning. Science Nights are scheduled every month for students and families free of charge. Our school provides parents with access to Power School's Parent Portal and teacher email so that progress can be monitored on a daily, weekly, or monthly basis.

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

A school counselor is available for student concerns, setting goals, providing referrals to district and community referrals, mentoring students, and providing appropriate needs for all students.

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

All information is posted online on the school website, announced through School Messenger, phone and email messages during the week as reminders. When a family needs to communicate in a language other than English we provide translation. We have Spanish speakers on campus and also ask for District assistance with other languages.

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

If family members need special assistance because of disabilities or need translation services, the assistance is provided by the school.

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

Supports are provided to all families with limited English proficiency, disabilities and migratory students through Power School, progress reports, emails, phone messages, and in written material.

This Compact was adopted by the School Site Council on September 24, 2020, and will be in effect for the period of the school year 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 4, 2020

School Site Council Chair – Michelle Gil

September 24, 2020

Principal – Liz Sloan

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

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

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

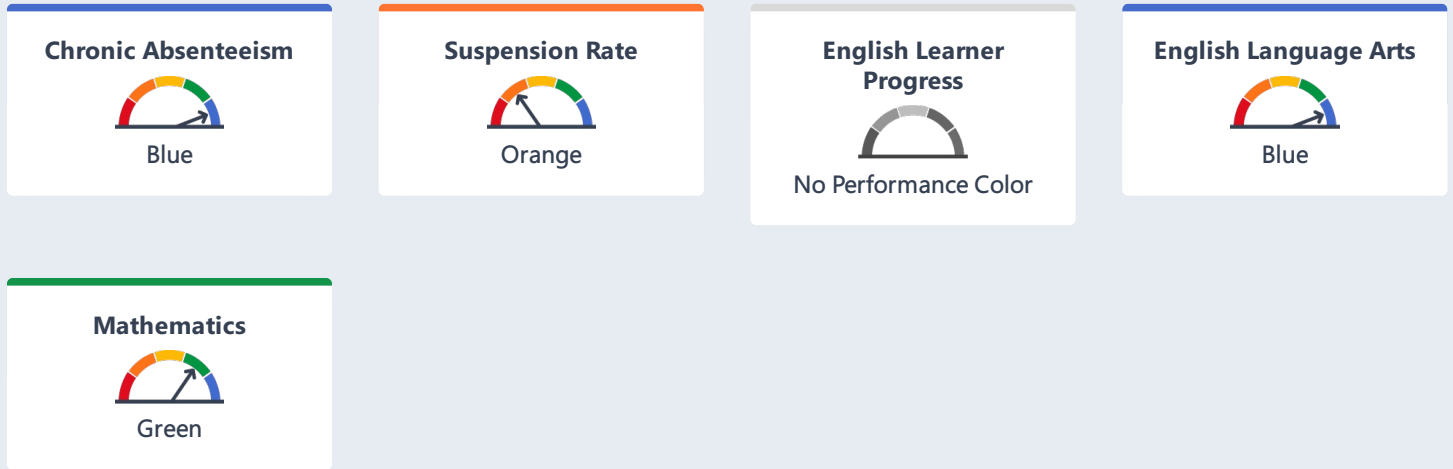
Reclassification data results can be requested from the school site.

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

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

Scripps Elementary

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



School Details

NAME Scripps Elementary	ADDRESS 11778 Cypress Canyon Road San Diego, CA 92131-3743	WEBSITE N/A	GRADES SERVED K-5
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SCRIPPS ELEMENTARY

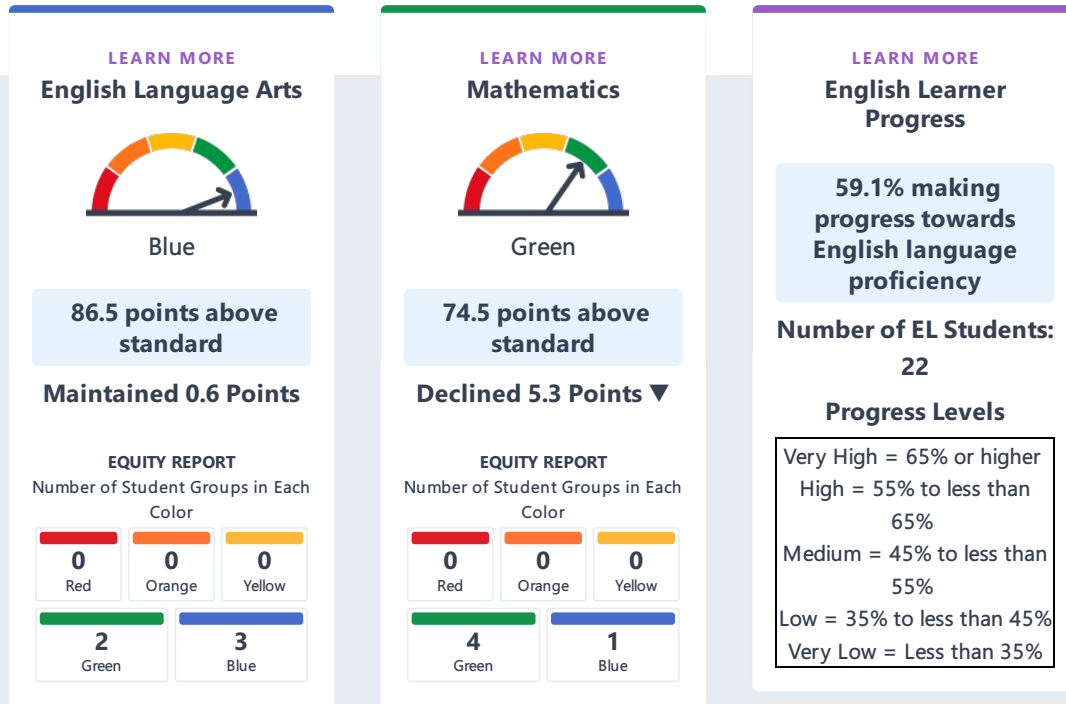
Student Population

Explore information about this school's student population.



Academic Performance

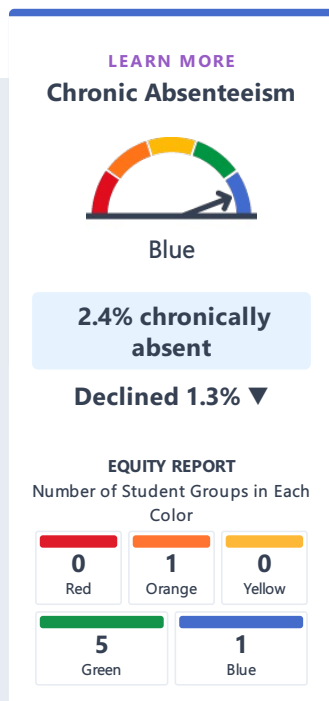
View Student Assessment Results and other aspects of school performance.



SCRIPPS ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Orange

1.9% suspended at least once

Increased 0.8% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	4 Orange	2 Yellow
1 Green	0 Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students



Blue

86.5 points above standard

Maintained 0.6 Points

Number of Students: 336

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

English Learners
Two or More Races



Blue

Asian
Hispanic
White



No Performance Color

African American
American Indian
Filipino
Socioeconomically Disadvantaged
Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

66.7 points above standard

No Data

Number of Students: 12

Socioeconomically Disadvantaged



No Performance Color

63.1 points above standard

Increased 11.8 Points ▲

Number of Students: 27

Students with Disabilities



No Performance Color

3.3 points below standard

Declined 6.1 Points ▼

Number of Students: 20

English Learners



Green

80.2 points above standard

Declined 6.2 Points ▼

Number of Students: 58

Two or More Races



Green

79 points above standard

Declined 8.6 Points ▼

Number of Students: 47

Asian



Blue

102.6 points above standard

Maintained -2.5 Points

Number of Students: 111

Hispanic



Blue

61 points above standard

Maintained 2.9 Points

Number of Students: 40

White



Blue

86.5 points above standard

Increased 7.2 Points ▲

Number of Students: 121

Distance From Standard (English Language Arts)

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

2017

2018

2019

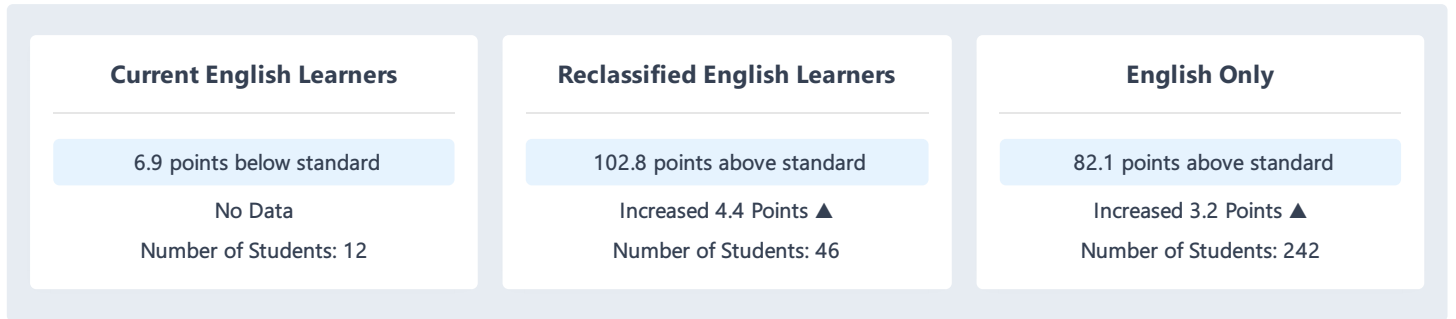
All Students 81.2 points above standard

85.9 points above standard

86.5 points above standard

English Language Arts Data Comparisons: English Learners

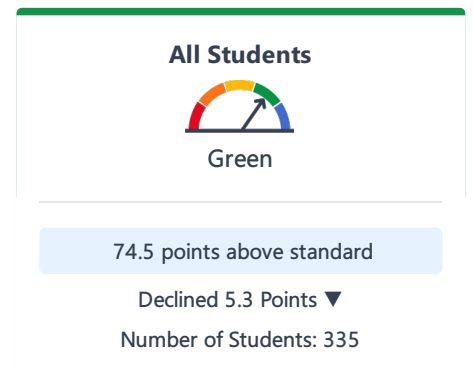
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

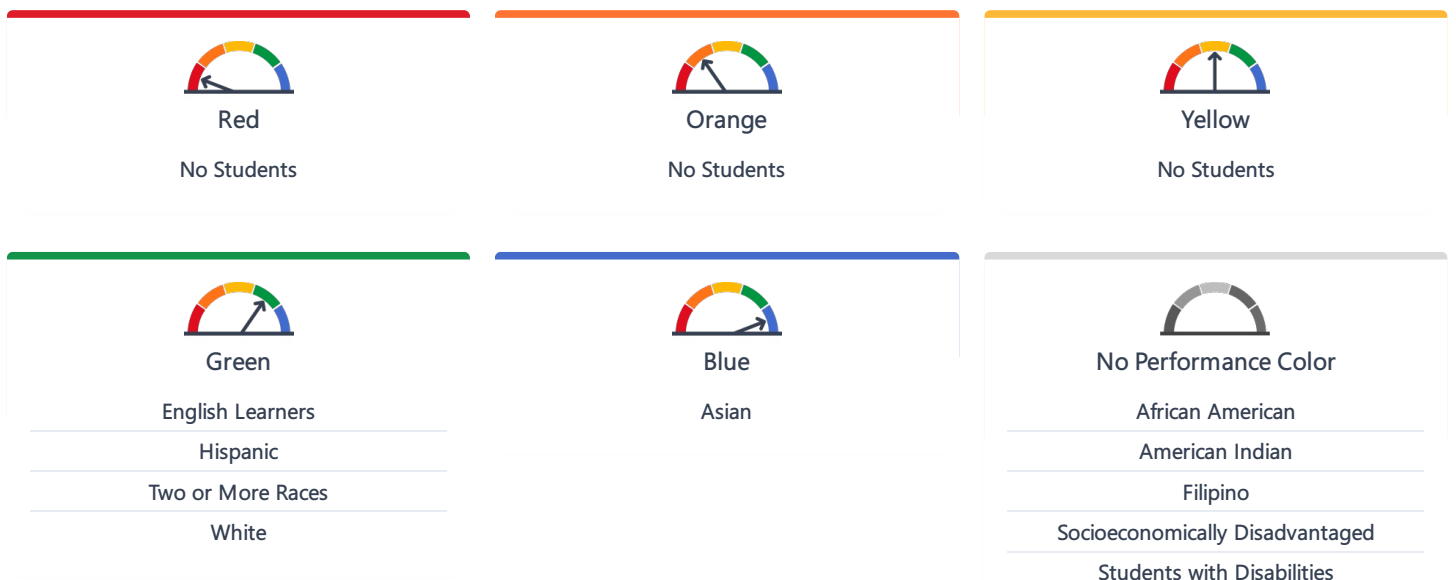
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

54.2 points above standard

No Data

Number of Students: 12

Socioeconomically Disadvantaged



No Performance Color

59.8 points above standard

Maintained 1.9 Points

Number of Students: 27

Students with Disabilities



No Performance Color

15.8 points below standard

Declined 42.3 Points ▼

Number of Students: 20

English Learners



Green

68.4 points above standard

Declined 11.2 Points ▼

Number of Students: 58

Hispanic



Green

52.6 points above standard

Declined 5.5 Points ▼

Number of Students: 40

Two or More Races



Green

79.1 points above standard

Declined 6.2 Points ▼

Number of Students: 46

White



Green

64.6 points above standard

Declined 9.4 Points ▼

Number of Students: 121

Asian



Blue

95.2 points above standard

Maintained 0.7 Points

Number of Students: 111

Distance From Standard (Mathematics)

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

	2017	2018	2019
All Students	70.5 points above standard	79.8 points above standard	74.5 points above standard

Mathematics Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
17.8 points above standard	81.5 points above standard	69.7 points above standard
No Data	Declined 8 Points ▼	Declined 4.2 Points ▼
Number of Students: 12	Number of Students: 46	Number of Students: 241

English Learner Progress Indicator

All English Learner Students

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

[LEARN MORE](#)

English Learner Progress

59.1% making progress towards English language proficiency

Number of EL Students: 22

Performance Level: High

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

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

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	18.1%
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ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	22.7%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	59%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Blue

2.4% chronically absent

Declined 1.3% ▼

Number of Students: 748

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

No Students



Green

Asian

English Learners

Hispanic

Socioeconomically Disadvantaged

Two or More Races



Blue

White



No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 27

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



Orange

5.9% chronically absent

Increased 1.6% ▲

Number of Students: 51

Asian



Green

3% chronically absent

Maintained 0%

Number of Students: 267

English Learners



Green

3.7% chronically absent

Declined 1.7% ▼

Number of Students: 82

Hispanic



Green

2.7% chronically absent

Declined 6.8% ▼

Number of Students: 74

Socioeconomically Disadvantaged



Green

3.8% chronically absent

Declined 7.7% ▼

Number of Students: 52

Two or More Races



Green

3.8% chronically absent

Maintained -0.1%

Number of Students: 105

White



Blue

1.5% chronically absent

Declined 1.8% ▼

Number of Students: 267

Conditions and Climate

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

Suspension Rate

All Students

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

All Students



Orange

1.9% suspended at least once

Increased 0.8% ▲

Number of Students: 755

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Asian

Hispanic

Socioeconomically Disadvantaged

White



Yellow

English Learners

Two or More Races



Green

Students with Disabilities



Blue

No Students



No Performance Color

African American

American Indian

Filipino



African American

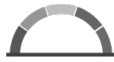


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 28

Asian



Orange

1.5% suspended at least once

Increased 1.1% ▲

Number of Students: 268

Hispanic



Orange

4% suspended at least once

Increased 1.3% ▲

Number of Students: 75

Socioeconomically Disadvantaged



Orange

1.9% suspended at least once

Increased 0.5% ▲

Number of Students: 53

White



Orange

2.2% suspended at least once

Increased 0.4% ▲

Number of Students: 271

English Learners



Yellow

1.2% suspended at least once

Maintained 0.2%

Number of Students: 82

Two or More Races



Yellow

1% suspended at least once

Increased 1% ▲

Number of Students: 105

Students with Disabilities



Green

1.9% suspended at least once

Declined 2.3% ▼

Number of Students: 52

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	1.2%	1.1%	1.9%



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	349	87.1	346	86.1	361	83.4	351	88.0	337	85.5	-1.6	-2.5	347	80.4	345	82.6	363	85.4	351	88.3	337	87.8	7.4	-0.5
Female	162	90.7	170	89.4	181	85.6	181	90.6	174	87.4	-3.3	-3.2	161	79.5	170	81.8	183	83.6	181	86.2	174	88.5	9.0	2.3
Male	187	84.0	176	83.0	180	81.1	170	85.3	163	83.4	-0.6	-1.9	186	81.2	175	83.4	180	87.2	170	90.6	163	87.1	5.9	-3.5
African American	9	-	9	-	9	-	3	-	1	-	-	-	9	-	9	-	9	-	3	-	1	-	-	-
Asian**	67	94.0	71	94.4	82	89.0	88	96.6	110	92.7	-	-	67	92.5	71	93.0	84	95.2	88	96.6	110	93.6	-	-
Filipino	10	100.0	9	-	7	-	4	-	11	72.7	-27.3	-	10	90.0	8	-	7	-	4	-	11	72.7	-17.3	-
Hispanic	29	86.2	35	71.4	42	73.8	44	77.3	40	75.0	-11.2	-2.3	29	69.0	35	82.9	42	71.4	44	84.1	40	75.0	6.0	-9.1
Indochinese**	17	94.1	20	80.0	31	71.0	25	76.0	-	-	-	-	17	88.2	20	80.0	31	83.9	25	76.0	-	-	-	-
Native American	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	167	84.4	149	84.6	131	84.7	130	87.7	122	85.2	0.8	-2.5	165	78.8	149	79.9	131	84.0	130	87.7	122	89.3	10.5	1.6
Multiracial	50	84.0	53	90.6	59	86.4	56	87.5	51	80.4	-3.6	-7.1	50	82.0	53	84.9	59	89.8	56	87.5	51	84.3	2.3	-3.2
English Learner	36	72.2	13	38.5	8	-	8	-	13	30.8	-41.4	-	36	63.9	13	30.8	10	80.0	8	-	13	46.2	-17.7	-
English-Speaking	313	88.8	333	88.0	353	84.7	343	89.2	324	87.7	-1.1	-1.5	311	82.3	332	84.6	353	85.6	343	89.2	324	89.5	7.2	0.3
Reclassified†	26	100.0	41	97.6	55	81.8	49	95.9	46	95.7	-4.3	-0.2	26	96.2	41	90.2	55	85.5	49	93.9	46	93.5	-2.7	-0.4
Initially Eng. Speaking	287	87.8	292	86.6	298	85.2	294	88.1	278	86.3	-1.5	-1.8	285	81.1	291	83.8	298	85.6	294	88.4	278	88.8	7.7	0.4
Econ. Disadv.*	21	81.0	33	78.8	33	72.7	29	75.9	28	78.6	-2.4	2.7	21	66.7	33	69.7	33	72.7	29	75.9	28	78.6	11.9	2.7
Non-Econ. Disadv.	328	87.5	313	86.9	328	84.5	322	89.1	309	86.1	-1.4	-3.0	326	81.3	312	84.0	330	86.7	322	89.4	309	88.7	7.4	-0.7
Gifted	181	96.1	185	94.6	160	95.6	133	97.0	123	99.2	3.1	2.2	179	92.2	185	92.4	160	96.9	133	100.0	123	98.4	6.2	-1.6
Not Gifted	168	77.4	161	76.4	201	73.6	218	82.6	214	77.6	0.2	-5.0	168	67.9	160	71.3	203	76.4	218	81.2	214	81.8	13.9	0.6
With Disabilities	34	58.8	29	58.6	24	50.0	18	50.0	19	31.6	-27.2	-18.4	34	50.0	29	44.8	24	50.0	18	50.0	19	36.8	-13.2	-13.2
WO Disabilities	315	90.2	317	88.6	337	85.8	333	90.1	318	88.7	-1.5	-1.4	313	83.7	316	86.1	339	87.9	333	90.4	318	90.9	7.2	0.5
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	25	80.0	18	72.2	19	84.2	15	80.0	22	81.8	1.8	1.8	25	76.0	18	66.7	19	78.9	15	80.0	22	90.9	14.9	10.9

* 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.

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Scripps
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	114	78.1	119	83.2	133	79.7	102	83.3	105	85.7	7.6	2.4	114	83.3	119	92.4	135	89.6	102	91.2	105	91.4	8.1	0.2
Female	49	81.6	68	89.7	66	83.3	51	84.3	64	90.6	9.0	6.3	49	79.6	68	91.2	68	91.2	51	90.2	64	92.2	12.6	2.0
Male	65	75.4	51	74.5	67	76.1	51	82.4	41	78.0	2.6	-4.4	65	86.2	51	94.1	67	88.1	51	92.2	41	90.2	4.0	-2.0
African American	2	-	3	-	3	-	0	-	0	-	-	-	2	-	3	-	3	-	0	-	0	-	-	-
Asian**	21	85.7	32	93.8	30	80.0	22	100.0	38	89.5	-	-	21	90.5	32	100.0	32	96.9	22	100.0	38	94.7	-	-
Filipino	3	-	3	-	0	-	2	-	4	-	-	-	3	-	3	-	0	-	2	-	4	-	-	-
Hispanic	12	83.3	14	57.1	14	57.1	15	80.0	11	81.8	-1.5	1.8	12	66.7	14	92.9	14	64.3	15	93.3	11	81.8	15.1	-11.5
Indochinese**	9	-	7	-	14	64.3	6	-	-	-	-	-	9	-	7	-	14	78.6	6	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	47	70.2	43	88.4	50	86.0	38	78.9	33	87.9	17.7	9.0	47	83.0	43	95.3	50	92.0	38	89.5	33	93.9	10.9	4.4
Multiracial	20	75.0	17	82.4	22	86.4	18	77.8	18	77.8	2.8	0.0	20	90.0	17	82.4	22	95.5	18	83.3	18	88.9	-1.1	5.6
English Learner	25	72.0	5	-	5	-	3	-	9	-	-	-	25	68.0	5	-	7	-	3	-	9	-	-	-
English-Speaking	89	79.8	114	85.1	128	82.0	99	83.8	96	90.6	10.8	6.8	89	87.6	114	93.9	128	89.8	99	92.9	96	94.8	7.2	1.9
Reclassified†	0	-	10	100.0	19	84.2	14	100.0	11	90.9	-	-9.1	0	-	10	100.0	19	94.7	14	100.0	11	100.0	-	0.0
Initially Eng. Speaking	89	79.8	104	83.7	109	81.7	85	81.2	85	90.6	10.8	9.4	89	87.6	104	93.3	109	89.0	85	91.8	85	94.1	6.5	2.3
Econ. Disadv.*	10	90.0	13	76.9	11	72.7	10	70.0	10	70.0	-20.0	0.0	10	90.0	13	84.6	11	63.6	10	90.0	10	80.0	-10.0	-10.0
Non-Econ. Disadv.	104	76.9	106	84.0	122	80.3	92	84.8	95	87.4	10.5	2.6	104	82.7	106	93.4	124	91.9	92	91.3	95	92.6	9.9	1.3
Gifted	53	90.6	61	90.2	50	96.0	44	93.2	29	96.6	6.0	3.4	53	92.5	61	98.4	50	100.0	44	100.0	29	100.0	7.5	0.0
Not Gifted	61	67.2	58	75.9	83	69.9	58	75.9	76	81.6	14.4	5.7	61	75.4	58	86.2	85	83.5	58	84.5	76	88.2	12.8	3.7
With Disabilities	7	-	6	-	9	-	3	-	5	-	-	-	7	-	6	-	9	-	3	-	5	-	-	-
WO Disabilities	107	81.3	113	84.1	124	81.5	99	84.8	100	90.0	8.7	5.2	107	84.1	113	92.9	126	91.3	99	92.9	100	95.0	10.9	2.1
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	9	-	4	-	9	-	4	-	7	-	-	-	9	-	4	-	9	-	4	-	7	-	-	-

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

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

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Scripps
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	126	89.7	116	85.3	114	89.5	132	84.8	107	85.0	-4.7	0.2	125	76.0	115	78.3	114	89.5	132	83.3	107	84.1	8.1	0.8
Female	60	91.7	47	83.0	65	90.8	65	89.2	50	78.0	-13.7	-11.2	60	75.0	47	72.3	65	84.6	65	80.0	50	78.0	3.0	-2.0
Male	66	87.9	69	87.0	49	87.8	67	80.6	57	91.2	3.3	10.6	65	76.9	68	82.4	49	95.9	67	86.6	57	89.5	12.6	2.9
African American	3	-	3	-	3	-	1	-	0	-	-	-	3	-	3	-	3	-	1	-	0	-	-	-
Asian**	22	100.0	21	90.5	32	96.9	32	93.8	29	96.6	-	-	22	86.4	21	90.5	32	96.9	32	93.8	29	93.1	-	-
Filipino	1	-	4	-	2	-	0	-	4	-	-	-	1	-	3	-	2	-	0	-	4	-	-	-
Hispanic	8	-	14	78.6	15	86.7	14	64.3	14	78.6	-	14.3	8	-	14	78.6	15	80.0	14	64.3	14	78.6	-	14.3
Indochinese**	5	-	9	-	7	-	12	75.0	-	-	-	-	5	-	9	-	7	-	12	75.0	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	70	88.6	44	79.5	40	92.5	51	86.3	42	83.3	-5.3	-3.0	69	76.8	44	70.5	40	90.0	51	80.4	42	83.3	6.5	2.9
Multiracial	17	82.4	21	95.2	15	80.0	22	86.4	17	76.5	-5.9	-9.9	17	70.6	21	85.7	15	86.7	22	90.9	17	76.5	5.9	-14.4
English Learner	9	-	5	-	2	-	4	-	1	-	-	-	9	-	5	-	2	-	4	-	1	-	-	-
English-Speaking	117	91.5	111	88.3	112	90.2	128	86.7	106	85.8	-5.7	-0.9	116	78.4	110	80.9	112	89.3	128	84.4	106	84.9	6.5	0.5
Reclassified†	12	100.0	19	94.7	14	85.7	20	95.0	16	93.8	-6.2	-1.2	12	91.7	19	89.5	14	85.7	20	95.0	16	93.8	2.1	-1.2
Initially Eng. Speaking	105	90.5	92	87.0	98	90.8	108	85.2	90	84.4	-6.1	-0.8	104	76.9	91	79.1	98	89.8	108	82.4	90	83.3	6.4	0.9
Econ. Disadv.*	8	-	11	81.8	10	80.0	11	72.7	8	-	-	-	8	-	11	81.8	10	80.0	11	54.5	8	-	-	-
Non-Econ. Disadv.	118	91.5	105	85.7	104	90.4	121	86.0	99	84.8	-6.7	-1.2	117	78.6	104	77.9	104	90.4	121	86.0	99	83.8	5.2	-2.2
Gifted	66	98.5	52	94.2	54	96.3	46	97.8	47	100.0	1.5	2.2	65	89.2	52	94.2	54	100.0	46	100.0	47	95.7	6.5	-4.3
Not Gifted	60	80.0	64	78.1	60	83.3	86	77.9	60	73.3	-6.7	-4.6	60	61.7	63	65.1	60	80.0	86	74.4	60	75.0	13.3	0.6
With Disabilities	15	60.0	8	-	7	-	10	40.0	6	-	-	-	15	40.0	8	-	7	-	10	50.0	6	-	-	-
WO Disabilities	111	93.7	108	88.0	107	91.6	122	88.5	101	89.1	-4.6	0.6	110	80.9	107	81.3	107	91.6	122	86.1	101	88.1	7.2	2.0
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	10	70.0	5	-	3	-	9	-	7	-	-	-	10	70.0	5	-	3	-	9	-	7	-	-	-

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

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

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Scripps
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	109	93.6	111	90.1	114	81.6	117	95.7	125	85.6	-8.0	-10.1	108	82.4	111	76.6	114	76.3	117	91.5	125	88.0	5.6	-3.5
Female	53	98.1	55	94.5	50	82.0	65	96.9	60	91.7	-6.4	-5.2	52	84.6	55	78.2	50	72.0	65	89.2	60	93.3	8.7	4.1
Male	56	89.3	56	85.7	64	81.3	52	94.2	65	80.0	-9.3	-14.2	56	80.4	56	75.0	64	79.7	52	94.2	65	83.1	2.7	-11.1
African American	4	-	3	-	3	-	2	-	1	-	-	-	4	-	3	-	3	-	2	-	1	-	-	-
Asian**	24	95.8	18	100.0	20	90.0	34	97.1	43	93.0	-	-	24	100.0	18	83.3	20	90.0	34	97.1	43	93.0	-	-
Filipino	6	-	2	-	5	-	2	-	3	-	-	-	6	-	2	-	5	-	2	-	3	-	-	-
Hispanic	9	-	7	-	13	76.9	15	86.7	15	66.7	-	-20.0	9	-	7	-	13	69.2	15	93.3	15	66.7	-	-26.6
Indochinese**	3	-	4	-	10	90.0	7	-	-	-	-	-	3	-	4	-	10	90.0	7	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	50	92.0	62	85.5	41	75.6	41	97.6	47	85.1	-6.9	-12.5	49	77.6	62	75.8	41	68.3	41	95.1	47	91.5	13.9	-3.6
Multiracial	13	100.0	15	93.3	22	90.9	16	100.0	16	87.5	-12.5	-12.5	13	84.6	15	86.7	22	86.4	16	87.5	16	87.5	2.9	0.0
English Learner	2	-	3	-	1	-	1	-	3	-	-	-	2	-	3	-	1	-	1	-	3	-	-	-
English-Speaking	107	93.5	108	90.7	113	82.3	116	96.6	122	86.9	-6.6	-9.7	106	82.1	108	78.7	113	77.0	116	91.4	122	89.3	7.2	-2.1
Reclassified†	14	100.0	12	100.0	22	77.3	15	93.3	19	100.0	0.0	6.7	14	100.0	12	83.3	22	77.3	15	86.7	19	89.5	-10.5	2.8
Initially Eng. Speaking	93	92.5	96	89.6	91	83.5	101	97.0	103	84.5	-8.0	-12.5	92	79.3	96	78.1	91	76.9	101	92.1	103	89.3	10.0	-2.8
Econ. Disadv.*	3	-	9	-	12	66.7	8	-	10	80.0	-	-	3	-	9	-	12	75.0	8	-	10	70.0	-	-
Non-Econ. Disadv.	106	93.4	102	91.2	102	83.3	109	96.3	115	86.1	-7.3	-10.2	105	82.9	102	80.4	102	76.5	109	91.7	115	89.6	6.7	-2.1
Gifted	62	98.4	72	98.6	56	94.6	43	100.0	47	100.0	1.6	0.0	61	95.1	72	86.1	56	91.1	43	100.0	47	100.0	4.9	0.0
Not Gifted	47	87.2	39	74.4	58	69.0	74	93.2	78	76.9	-10.3	-16.3	47	66.0	39	59.0	58	62.1	74	86.5	78	80.8	14.8	-5.7
With Disabilities	12	75.0	15	60.0	8	-	5	-	8	-	-	-	12	50.0	15	33.3	8	-	5	-	8	-	-	-
WO Disabilities	97	95.9	96	94.8	106	84.9	112	96.4	117	87.2	-8.7	-9.2	96	86.5	96	83.3	106	80.2	112	92.9	117	89.7	3.2	-3.2
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	9	-	7	-	2	-	8	-	-	-	6	-	9	-	7	-	2	-	8	-	-	-

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

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

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

Scripps Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: SCRIPPS ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1: Professional Learning Communities

*Strategy/Activity - Description

Professional Learning Communities: Grade levels will meet for a full day six times a year
 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.

*Proposed Expenditures for this Strategy/Activity

PLCs are an essential component of our professional learning at EBS. The teachers consider them to be an invaluable tool for improving instruction, enhancing the curriculum, supporting struggling students, and learning how to implement new programs such as dELD and STEAM.

Description:

PLCs were faithfully implemented as planned in the SPSA.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$2,992.00	09800-4301	Supplies to support EL students	Effectively supplementing the curriculum including purchasing books for dELD	The district does not provide the student books for dELD and this is not enough money to fund books for the entire Tk-5 curriculum	Purchase more of the curricular book sets for dELD

Scripps Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>students.</p> <p>*Computer aide coordinates all online subscriptions which allow us to offer differentiated programs.</p> <p>*Computer aide collaborates with classroom teacher to determine support for struggling students.</p> <p>*Computer aide trains teachers how to use all the newest technology.</p>		
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?