**The Single Plan for Student Achievement**

**at Scripps Elementary School**

**2017-18**

37-68338-6119135

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school’s educational program.

For additional information on school programs and how you may become involved, please contact the following person:

**Principal:**Sloan, Elizabeth

**Contact Person:**Sloan, Elizabeth

**Position:**Principal

**Telephone Number:**

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

**E-mail Address:**lsloan@sandi.net

**The following items are included:**

  Recommendations and Assurances

  Data Reports

  SPSA Assessment and Evaluation Summary

  Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

  Home/School Compact

**Board Approval:***(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*



**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.***

**Table of Contents**

1. Introduction

2. Executive Summary

3. SPSA Template

4. Appendix

A. Data Reports

B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

C. Home/School Compact

D. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

E. 2017-18 SPSA Assessment and Evaluation

F. Professional Development Expenditures for Program Improvement and Watch List Schools Only

G. WASC Recommendations (WASC Schools Only)

**Single Plan for Student Achievement: Executive Summary**

**Introduction**

Mission Statement

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

What Makes Us Special

We are a school community with

- supportive and involved parents

- students who come to school eager to learn

- a compassionate faculty devoted to their work, students and co-workers

- students, parents, teachers and community members dreaming together, keeping a supportive tone at the forefront of their work

- literacy-rich experiences for our students

- a joy for lifelong learning

- scholarly teaching and learning ...

... and the list continues.  
**Guiding Values and Principles:**

 At Ellen Browning Scripps Elementary School ...

- All decisions are made in the best interests of the children.

- Parents are welcome and visible partners in the teaching and learning process.

- All programs and services are designed to ensure challenges and equal opportunity for all students.

- All programs and services are collaboratively designed.

- Decision-making is collaborative, and consensus is sought. The school principal is the final decision-making authority in the event that consensus cannot be reached or in cases where statute or district policy dictate decision outcomes.

- A "no-fault" policy is practiced, meaning everyone has a right to present his/her opinion about E.B. Scripps' educational program.

- High academic and civic standards exist and are clearly communicated.

- All programs and services are evaluated based on outcomes.

- All members of the school community, including students, school professionals, parents and others, share accountability for student achievement.

- We value lifelong learning and support all members of the school community -- including students, school professionals, parents and others -- to acquire lifelong learning skills.

- We seek to create conditions that promote the growth and development of all members of the school community, including students, school professionals, parents and others.

- We cherish and embrace diversity.

- We focus on the whole child.

- Literacy is the heart of all we do.

 Areas of Need and Interventions

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

**School Vision and Reality**

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

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

**Core and Supplemental Supports**

TEACHER ALLOCATIONS:

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

Grades K-3:                                       1:24

Grade 4-5:                                         1:32.13

NURSE:

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

Enrollment/Days Per Week

1-592                    =             1 day per week

593-1,185            =             2 days per week

1,186-1,774        =             3 days per week

COUNSELOR

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

Enrollment                         Days                     Position Equivalent FTE

1-493                                   1                            .2

494-726                              1.5                        .3

727-960                              2.0                        .4

961-1,195                           2.5                        .5

1,196-1,429                       3.0                        .6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment                         Days Per Week

1-374                                   1

375-1511                            2

1512-2267                          3

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

**Professional Development**

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

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

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

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

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

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

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

**SPSA Alignment to the LEA Plan**

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

**Process for Modifying the SPSA and Conclusions**

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

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

**LCFF Community and Staff Engagement**

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

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

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| **Area 1: English/Language Arts** |

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| **English/Language Arts SMART Goal**: \* By 06/30/2018, 329 students of Scripps Elementary Grades 3-5 will achieve a meet or exceed standards (from 86% to 90%) in English Language Arts on SBAC , increasing from 315 students to 329 students , a gain of 14.00 students |
| **Closing the Gap SMART Goal**: \* By 06/30/2018, 24 students of Scripps Elementary Students with Disability, Grades 3-5 will achieve a meet or exceed standards (from 62% to 70%) in English Language Arts on SBAC , increasing from 21 students to 24 students , a gain of 3.00 students \* By 06/30/2018, 28 students of Scripps Elementary Hispanic or Latino, Grades 3-5 will achieve a meet or exceed standards (from 71% to 80%) in English Language Arts on SBAC , increasing from 25 students to 28 students , a gain of 3.00 students \* By 06/30/2018, 9 students of Scripps Elementary Black or African American, Grades 3-5 will perform at meets or exceeds standards (89% to 100%) level in English Language Arts on SBAC , increasing from 8 students to 9 students , a gain of 1.00 students \* By 06/30/2018, 42 students of Scripps Elementary English Learner, Grades 3-5 will perform at meets or exceeds standards ( 81% to 87%) level in English Language Arts on SBAC , increasing from 39 students to 42 students , a gain of 3.00 students |

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| **What data did you use to form these goals?** |
| CELDT     Interim Assessments     End-Of-Course Exams     SBAC     DRA2     SMI     SRI     KDS     Other |
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| **Other Assessments (Please Specify)**: |

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| **Progress and Growth Monitoring**:  Professional development time is provided within the structure of Professional Learning Communities.  Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"  The school year is broken in to four learning cycles, each cycle building student capacity around this goal.  The cycles are:  **Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?  **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?  Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals.  Analysis results in responsive instruction.  Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs). |
| **Title 1 Arts Grant (Award Sites ONLY)**: |

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| **Area 2: Mathematics** |

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| **Mathematics SMART Goal**: \* By 06/30/2018, 322 students of Scripps Elementary Students will achieve a meet or exceed standards (from 82% to 88%) in Mathematics on SBAC , increasing from 283 students to 322 students , a gain of 39.00 students |
| **Closing the Gap SMART Goal**: \* By 06/30/2018, 20 students of Scripps Elementary Students with Disability, Grades 3-5 will achieve a meet or exceed standards (from 50% to 60%) in Mathematics on SBAC , increasing from 17 students to 20 students , a gain of 3.00 students \* By 06/30/2018, 30 students of Scripps Elementary Hispanic or Latino, Grades 3-5 will achieve a meet or exceed standards (from 83% to 87%) in Mathematics on SBAC , increasing from 29 students to 30 students , a gain of 1.00 students \* By 06/30/2018, 6 students of Scripps Elementary Black or African American, Grades 3-5 will perform at meets or exceeds standards( 33% to 66%) level in Mathematics on SBAC , increasing from 3 students to 6 students , a gain of 3.00 students \* By 06/30/2018, 39 students of Scripps Elementary English Learner will perform at meets or exceeds standard (75% to 80%) level in Mathematics on SBAC , increasing from 36 students to 39 students , a gain of 3.00 students |

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| **What data did you use to form these goals?** |
| CELDT     Interim Assessments     End-Of-Course Exams     SBAC     DRA2     SMI     SRI     KDS     Other |
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| **Other Assessments (Please Specify)**: |

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| **Progress and Growth Monitoring**:  Professional development time is provided within the structure of Professional Learning Communities.  Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"  The school year is broken in to four learning cycles, each cycle building student capacity around this goal.  The cycles are:  **Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?  **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?  Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals.  Analysis results in responsive instruction.  Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs). |
| **Title 1 Arts Grant (Award Sites ONLY)**: |

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| **Area 3: English Learner** |

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| **English Learner SMART Goal**: \* By 06/30/2018, 76 students of Scripps Elementary English Learner will achieve a grow at least one proficiency band from previous year or reach proficient/advanced (from 65% to 70%) in California English Language Development Test , increasing from 71 students to 76 students , a gain of 5.00 students |
| **Closing the Gap SMART Goal**: |

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| **What data did you use to form these goals?** |
| CELDT     Interim Assessments     End-Of-Course Exams     SBAC     DRA2     SMI     SRI     KDS     Other |
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| **Other Assessments (Please Specify)**: |

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| **Progress and Growth Monitoring**:  Professional development time is provided within the structure of Professional Learning Communities.  Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"  The school year is broken in to four learning cycles, each cycle building student capacity around this goal.  The cycles are:  **Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?  **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?  Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals.  Analysis results in responsive instruction.  Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs). |
| **Title 1 Arts Grant (Award Sites ONLY)**: |

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| **Area 4: Graduation/Promotion Rate** |

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| **Graduation Rate SMART Goal**: \* By 06/30/2018, at least 80 % of Scripps Elementary Grade 03, Students will reach level 34 in DRA |
| **Closing the Gap SMART Goal**: |

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| **What data did you use to form these goals?** |
| CELDT     Interim Assessments     End-Of-Course Exams     SBAC     DRA2     SMI     SRI     KDS     Other |
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| **Other Assessments (Please Specify)**: |

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| **Progress and Growth Monitoring**:  Professional development time is provided within the structure of Professional Learning Communities.  Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"  The school year is broken in to four learning cycles, each cycle building student capacity around this goal.  The cycles are:  **Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?  **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?  Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals.  Analysis results in responsive instruction.  Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs). |
| **Title 1 Arts Grant (Award Sites ONLY)**: |

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| **Area 5: Parent Involvement and Community Engagement** |

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| **Parent Involvement and Community Engagement SMART Goal**: \* By 06/30/2018, at least 90 % of Scripps Elementary Parents/Guardians will participate in at least 2 school events in Parent and Community Engagement |

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| **Targeted Population**:  Parents of students in grades 4 & 5 and those whose first language is not English are least represented at school events. |
| **What data did you use to form these goals?**:  We will use sign-in sheets to determine the percentage of parents who attend school events and/or take part in volunteerism, site governance or foundation activities. |

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| **Progress and Growth Monitoring**:  Sign-in sheets at parent events will be used to monitor the number of parents participating in school events.  **Cycle I** (August-November) - Classroom Volunteers, Field Trip Volunteers, Family Science Nights, AFP Meetings, Family Night Out, Monthly SGT and SSC Meetings, ELAC Meetings, Family BBQ, Book Fair, Back to School Night, Fall Festival, Grandpersons Day  **Cycle 2** (November -February) -  Classroom Volunteers, Field Trip Volunteers, Family Science Nights, AFP Meetings,Family Night Out,  Monthly SGT and SSC Meetings, ELAC Meetings,Parent Conferences, Mother-Son Bowling, GATE Parent Night  **Cycle 3** (February - April) -  Classroom Volunteers, Field Trip Volunteers, Family Science Nights, AFP Meetings, Family Night Out,  Monthly SGT and SSC Meetings, ELAC Meetings,Parent Conferences, Father-Daughter Dance, Volunteer Appreciation Event  **Cycle 4** (April - June) -  Classroom Volunteers, Field Trip Volunteers, Spring Open House, Family Science Nights, AFP Meetings, Family Night Out, Monthly SGT and SSC Meetings, ELAC Meetings, Family BBQ, EBS Idol, Spring Open House, 5th Grade Promotion |
| **Title 1 Arts Grant (Award Sites ONLY)**: |

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| **Area 6: Additional Site Identified Area (Optional)** |

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| **Additional Site Identified SMART Goal**: |
| **Closing the Gap SMART Goal**: |

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| **What data did you use to form these goals?** |
| CELDT     Interim Assessments     End-Of-Course Exams     SBAC     DRA2     SMI     SRI     KDS     Other |
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| **Other Assessments (Please Specify)**: |

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| **Progress and Growth Monitoring**: |
| **Title 1 Arts Grant (Award Sites ONLY)**: |

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| **BUDGET: Resources Aligned to Area Goals** |

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| **Core Program**: Edit the core program for your site  Universal Access to Strong Core Instructional Program (Tier 1)  - All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.  - Every English Learner will receive ELD instruction based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.  - Teachers will provide balanced literacy instruction including daily guided reading/small group instruction.  - Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)  - Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.  - Teachers will use graphic organizers and Thinking Maps to support student understanding.  - All English learners will be assessed using CELDT.  - Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.  - Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.  - Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.  - Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.  - Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly  - Teachers will participate in on site and district professional development to strengthen literacy instruction  Strategic Support (Tier 2)  - Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.  - Targeted additional small flexible group instruction will be used to address specific needs in literacy  - Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher  - Educational specialist may provide push in supplemental small group instruction for targeted students in need including students with IEPs.  - Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.  - Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.  - Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.  - Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction  Intensive Intervention (Tier 3)  - Educational Specialists will provide consultation support for their teachers  - Counselor and support mentors will provide monthly check in with at risk students  - Support by Support staff  to address literacy needs of students who are two or more years below proficiency.  - Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need. |

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| **1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time)** (7/1/2017 - 6/30/2018):  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 Porfessional Learning Communities for a half day twice a month.  The purpose of the Professional Learning Communities is to analyze achievement and identify areas of need.  Then we design lessons and assessments aligned to the CCSS. Lessons are designed to maximize instructional time.  This planning allows us to makes sure that every moment of the day is used in the mose efffective manner.  There is no funding tied to this goal.  Our school has no categorical money. |

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| **Proposed Expenditures** | **FTE** | **Salary** | **Estimated Cost** | **Funding Source Budget Code** | **Funding Source** | **Area Goal(s)** | **Rationale** |
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| **How will you monitor these strategies/activities?**:  Grade level PLCs and Administrator oversight. |

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| **2. Strategies to meet ELA/Math/ELD goals (Closing the Gap)** (7/1/2017 - 6/30/2018):  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 Porfessional Learning Communities for a half day twice a month.  The purpose of the Professional Learning Communities is to analyze achievement and identify areas of need.  Then we design lessons and assessments aligned to the CCSS. Our Professional Learning Communities also design specific interventions for our English Learners.  There is no funding tied to this goal.  Our school has no categorical money. |

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| **Proposed Expenditures** | **FTE** | **Salary** | **Estimated Cost** | **Funding Source Budget Code** | **Funding Source** | **Area Goal(s)** | **Rationale** |
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| **How will you monitor these strategies/activities?**:  Grade level PLCs and Administrator oversight. |

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| **3. Strategies to meet ELA/Math/ELD goals (Professional Development)** (7/1/2017 - 6/30/2018):  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 Porfessional 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. |

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| **Proposed Expenditures** | **FTE** | **Salary** | **Estimated Cost** | **Funding Source Budget Code** | **Funding Source** | **Area Goal(s)** | **Rationale** |
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| **How will you monitor these strategies/activities?**:  Grade level PLCs and Administrator oversight. |

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| **4. Strategies to meet graduation/promotion rates (Social/Emotional Supports)** (7/1/2017 - 6/30/2018):  Our school has a strong Character Education program that teaches students how deal with adversity.  We are teaching all students the concept of Growth Mindset and how to build resilience.  This will give them the necessary skills to persevere through hard times.  There is no money supporting this goal.  We do not get any categorical money. |

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| **Proposed Expenditures** | **FTE** | **Salary** | **Estimated Cost** | **Funding Source Budget Code** | **Funding Source** | **Area Goal(s)** | **Rationale** |
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| **How will you monitor these strategies/activities?**: |

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| **5. Strategies to meet parent engagement goals** (7/1/2017 - 6/30/2018):  We have over 650 registered active parent volunteers.  We also have 2 to 5 parent events per month, many in the evening when working parents can attend.  We publish an update in the Scripps Ranch Newsletter each month.  We have a Facebook page and a Twitter account.  Our website is updated frequently with up-to-date information and news.  We also email a weekly newsletter to parents to make sure they know about all the events taking place and all the opportunities to be involved.  There is no money associate with this goal.  All the money for this is raised by parents since we do not have a categorical budget. |

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| **Proposed Expenditures** | **FTE** | **Salary** | **Estimated Cost** | **Funding Source Budget Code** | **Funding Source** | **Area Goal(s)** | **Rationale** |
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| **How will you monitor these strategies/activities?**: |

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| **Local Control Funding Formula Goals and Budget** |

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| **Goal 1: Intervention Supports** Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students? |

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| **Intervention Support Goal:**:  90% of our English Learners will increase a minimum of one OPL on the CELDT each year.  Our teachers meet in grade level Professional Learning Communities twice a month for a half day.  During their PLCs they analyze data, determine areas of need and plan lessons accordingly.  They also discuss students and design interventions as needed.   We get no categorical money to support this goal. |
| **Identified Need:**:  We have about 120 English Learners.  Our goal is to bring their achievement up to the same level as our FEP students.  In most cases, we achieve this goal by the time a student reaches 5th grade.  We get no money to support this goal. |
| **Target Group:**:  English Learners |
| **Monitoring:**:  We monitor progress using the CELDT, Interim Assessments, WRAP, DRA and student work samples. |
| **Personnel Responsible:**:  All teachers are responsible for monitoring the progress of their own students adn meeting their needs.  We also have an ELL support teacher who pulls out EL groups in the afternoon for additional support. |

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| **Goal 2: Classroom Supports** A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program? |

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| **Classroom Support Goal:**:  90% of our English Learners will increase a minimum of one OPL on the CELDT each year. |
| **Identified Need:**:  We have approximately 120 English Learners at EBS.  Our goal is to reclassify all English Learners by the time they leave us for middle school. |
| **Target Group:**:  Our target group is all our English Learners. |
| **Monitoring:**:  We are monitoring their progress through the CELDT  and on-going school-designed assessments. |
| **Personnel Responsible:**:  All teachers and support personnel are responsible for the assuring that our English Learners reach English Language Proficiency. |

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| **Goal 3: Professional Development** Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students? |

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

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| **LCFF Intervention Supports** Please provide a DETAILED description of the activity or strategy and the targeted students. |

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| **Proposed Expenditures** | **FTE** | **Salary** | **Estimated Cost** | **Funding Source Budget Code** | **Funding Source** | **Area Goal(s)** | **Rationale** |
| Computer Asst - Martin, Janet | 0.3250 | $8,828.30 | $18,579.62 | 0090-09800-00-2231-2420-0000-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2 | All students in the school go to computer lab one time a week. Instruction includes ST math, and other math reinforcement programs, Raz Kids and other reading support programs. They also do computer coding at all grade levels which increases higher level thinking. The computer assistant helps the teacher with lessons which are designed to meet the needs of each individual dtudent. |
| Supplies |  | $222.00 | $222.00 | 0090-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2 | Classroom supplies which are needed to support Common Core instructuion |
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**Appendices**

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

A. Data Reports

B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

C. Home/School Compact

D. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

E. 2017-18 SPSA Assessment and Evaluation

F. Professional Development Expenditures for Program Improvement and Watch List Schools Only

G. WASC Recommendations (WASC Schools Only)

**Appendix A**

**Data Reports**

Data Reports:

*(See SPSA Guidelines for instructions))*

**Appendix B**

**Title I Parent Involvement Policy**

**or**

**Parent Involvement Policy**

**for Non-Title I Schools**

*(Provided by the School Site)*

**Appendix C**

**Home/School Compact**

*(Provided by the School Site)*

**Appendix D**

**Categorical Budget Allocations summary grid**

*(Provided by Financial Planning, Monitoring and Accountability Department)*

**Appendix E**

**2017-18 SPSA Assessment and Evaluation**

**Appendix F**

**Professional Development Expenditures For Program Improvement**

**& Watch List Schools Only**

**Appendix G**

**WASC Recommendations (WASC Schools Only)**